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THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO



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The University of North Carolina
at Greensboro

Bulletin

[1969/70 - 1971/72]

Catalog Issue for the Year 1969-1970
Announcements for 1970-1971

PUBLISHED BY THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO,
1000 SPRING GARDEN STREET, GREENSBORO, N. C. 27412. PUBLISHED
MONTHLY NINE TIMES A YEAR EXCEPT JUNE, JULY AND AUGUST. SECOND-
CLASS POSTAGE PAID AT GREENSBORO, NORTH CAROLINA.

● CALENDAR FOR 1970 ●

JANUARY							APRIL							JULY							OCTOBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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4	5	6	7	8	9	10	5	6	7	8	9	10	11	5	6	7	8	9	10	11	4	5	6	7	8	9	10
11	12	13	14	15	16	17	12	13	14	15	16	17	18	12	13	14	15	16	17	18	11	12	13	14	15	16	17
18	19	20	21	22	23	24	19	20	21	22	23	24	25	19	20	21	22	23	24	25	18	19	20	21	22	23	24
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FEBRUARY							MAY							AUGUST							NOVEMBER						
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8	9	10	11	12	13	14	3	4	5	6	7	8	9	2	3	4	5	6	7	8	1	2	3	4	5	6	7
15	16	17	18	19	20	21	10	11	12	13	14	15	16	9	10	11	12	13	14	15	8	9	10	11	12	13	14
22	23	24	25	26	27	28	17	18	19	20	21	22	23	16	17	18	19	20	21	22	15	16	17	18	19	20	21
							24	25	26	27	28	29	30	23	24	25	26	27	28	29	22	23	24	25	26	27	28
							31							30	31						29	30					

MARCH							JUNE							SEPTEMBER							DECEMBER							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
	1	2	3	4	5	6			1	2	3	4	5	6				1	2	3	4	5				1	2	3
8	9	10	11	12	13	14	7	8	9	10	11	12	13	6	7	8	9	10	11	12	6	7	8	9	10	11	12	
15	16	17	18	19	20	21	14	15	16	17	18	19	20	13	14	15	16	17	18	19	13	14	15	16	17	18	19	
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29	30	31					28	29	30					27	28	29	30				27	28	29	30	31			

● CALENDAR FOR 1971 ●

JANUARY							APRIL							JULY							OCTOBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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3	4	5	6	7	8	9	4	5	6	7	8	9	10	4	5	6	7	8	9	10	3	4	5	6	7	8	9
10	11	12	13	14	15	16	11	12	13	14	15	16	17	11	12	13	14	15	16	17	10	11	12	13	14	15	16
17	18	19	20	21	22	23	18	19	20	21	22	23	24	18	19	20	21	22	23	24	17	18	19	20	21	22	23
24	25	26	27	28	29	30	25	26	27	28	29	30		25	26	27	28	29	30	31	24	25	26	27	28	29	30
31																					31						

FEBRUARY							MAY							AUGUST							NOVEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5	2	3	4	5	6	7	8	1	2	3	4	5	6	7					1	2	3
7	8	9	10	11	12	13	9	10	11	12	13	14	15	8	9	10	11	12	13	14	7	8	9	10	11	12	13
14	15	16	17	18	19	20	16	17	18	19	20	21	22	15	16	17	18	19	20	21	14	15	16	17	18	19	20
21	22	23	24	25	26	27	23	24	25	26	27	28	29	22	23	24	25	26	27	28	21	22	23	24	25	26	27
28							30	31						29	30	31					28	29	30				

MARCH							JUNE							SEPTEMBER							DECEMBER							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
		1	2	3	4	5	6			1	2	3	4	5					1	2	3	4				1	2	3
7	8	9	10	11	12	13	7	8	9	10	11	12			5	6	7	8	9	10	11	5	6	7	8	9	10	11
14	15	16	17	18	19	20	13	14	15	16	17	18	19	12	12	13	14	15	16	17	18	12	13	14	15	16	17	18
21	22	23	24	25	26	27	20	21	22	23	24	25	26	19	19	20	21	22	23	24	25	19	20	21	22	23	24	25
28	29	30	31				27	28	29	30				26	26	27	28	29	30			26	27	28	29	30	31	

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1969/70-1971/72

UNIVERSITY CALENDAR—1970-1971

Fall Semester

1970

Sept. 11, Fri.—9:00 a.m.-4:00 p.m.
 Sept. 11, Fri.—10:00 a.m.
 Sept. 11, Fri.—7:00 p.m.
 Sept. 12, Sat.—9:00 a.m.-1:00 p.m.
 Sept. 12, Sat.—9:00 a.m.-4:00 p.m.
 Sept. 12, Sat.—7:00 p.m.
 Sept. 13, Sun.—9:00 a.m.-4:00 p.m.
 Sept. 13, Sun.—7:30 p.m.
 Sept. 14, Mon.—8:00 a.m.-4:00 p.m.

Sept. 14, Mon.—8:00 a.m.-3:00 p.m.
 Sept. 15, Tues.—9:00 a.m.-4:30 p.m.

Sept. 16, Wed.—9:00 a.m.-4:30 p.m.

Sept. 17, Thurs.—8:00 a.m.

Sept. 24, Thurs.

Oct. 5, Mon.

Oct. 29, Thurs.

Oct. 29, Thurs.

Nov. 6, Fri.

Nov. 16-Dec. 11, Mon.-Fri.

Nov. 18, Wed.

Nov. 25, Wed.—1:00 p.m.

Nov. 30, Mon.—8:00 a.m.

Dec. 18, Fri.—6:00 p.m.

1971

Jan. 4, Mon.—8:00 a.m.

Jan. 14, Thurs.

Jan. 15, Fri.

Jan. 18-27, Mon.-Wed.

Jan. 27, Wed.

Residence halls open for early arrival of freshmen.
 Meeting of new faculty.
 Faculty meeting.
 Advising and registration for graduate students.
 Residence halls open for arrival of freshmen.
 Orientation for freshmen begins.
 Residence halls open for arrival of transfer students.
 Chancellor's Convocation for all new students.
 Late registration for graduate students—late fee payable.
 Advising for freshmen and transfers.
 Registration for transfer students and completion of registration for sophomores, juniors, and seniors.
 Registration for freshmen.
 Instruction begins.
 Last day to change courses or course sections.
 Founders Day.
 Last day for undergraduates to remove incomplete grades.
 Six weeks unsatisfactory progress reports due in the Registrar's Office.
 Mid-point of semester for block courses.
 Pre-registration for Spring Semester.
 Last day to drop courses without penalty of having "WF" grade recorded.
 Instruction ends for Thanksgiving Holidays.
 Instruction resumes.
 Instruction ends for Christmas Holidays.

Instruction resumes.

Last day of classes for the Fall Semester.

Reading Day.

Final examinations.

End of Fall Semester.

Spring Semester

Jan. 30, Sat.—9:00 a.m.-1:00 p.m.

Feb. 1, Mon.—8:00 a.m.-4:00 p.m.

Feb. 2, Tues.—9:00 a.m.-4:30 p.m.

Feb. 3, Wed.—8:00 a.m.

Feb. 10, Wed.

Mar. 1, Mon.

Mar. 17, Wed.

Mar. 17, Wed.

Mar. 23, Tues.

Apr. 6, Tues.

Apr. 6, Tues.—6:00 p.m.

Apr. 14, Wed.—8:00 a.m.

Apr. 19-30, 2 wks., Mon.-Fri.

May 21, Fri.

May 24, Mon.

May 25-June 3, Tues.-Thurs.

June 5-6, Sat., Sun.

Advising and registration for graduate students.
 Late registration for graduate students—late fee payable.
 Completion of registration for Spring Semester.
 Classes begin for Spring Semester.
 Last day to change courses or course sections.
 Last day to apply for student teaching during 1971-72.
 Last day for undergraduates to remove incomplete grades.
 Six weeks unsatisfactory progress reports due in the Registrar's Office.
 Mid-Point of semester for block courses.
 Last day to drop a course without penalty of having "WF" grade recorded.
 Instruction ends for Spring Holidays.
 Instruction resumes.
 Pre-registration for 1971 Fall Semester.
 Last day of classes for Spring Semester.
 Reading Day.
 Final examinations.
 Commencement activities.

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OFFICERS OF ADMINISTRATION THE UNIVERSITY OF NORTH CAROLINA

(Six Component Institutions)

WILLIAM CLYDE FRIDAY, B.S., LL.B., LL.D., *President*

WILLIAM SMITH WELLS, A.B., A.M., Ph.D., *Vice President—Academic Affairs*

ARNOLD KIMSEY KING, A.B., A.M., Ph.D., *Vice President—Institutional Studies*

CHARLES EDWIN BISHOP, M.S., Ph.D., *Vice President—Research and Public Service Programs*

L. FELIX JOYNER, A.B., *Vice President—Finance*

ALEXANDER HURLBUTT SHEPARD, JR., M.A., *Assistant Vice President and Treasurer*

JOSEPH SIBLEY DORTON, JR., B.S., *Assistant Vice President and Assistant Treasurer*

GEORGE ELDRIDGE BAIR, B.A., M.A., Ph.D., *Director of Educational Television*

JAMES L. JENKINS, JR., A.B., *Assistant to the President* (effective November 1, 1969)

By the act of the General Assembly of 1931 the University of North Carolina at Chapel Hill, the North Carolina College for Women at Greensboro, and the North Carolina State College of Agriculture and Engineering at Raleigh were merged into The University of North Carolina.

By the act of the General Assembly of 1963 effective July 1, 1963, The University of North Carolina comprised: The University of North Carolina at Chapel Hill, The University of North Carolina at Greensboro and North Carolina State of The University of North Carolina at Raleigh.

By the act of the General Assembly of 1965 effective July 1, 1965, The University of North Carolina comprised: The University of North Carolina at Chapel Hill, The University of North Carolina at Greensboro, The University of North Carolina at Charlotte, and North Carolina State University at Raleigh.

By the act of the General Assembly of 1969 effective July 1, 1969, The University of North Carolina comprises: The University of North Carolina at Chapel Hill, The University of North Carolina at Asheville, The University of North Carolina at Charlotte, The University of North Carolina at Greensboro, The University of North Carolina at Wilmington, and North Carolina State University at Raleigh.

Each institution has its own faculty and student body, and each is headed by a chancellor as its chief administrative officer. Unified general policy and appropriate allocation of function are effected by a single Board of Trustees and by the President with other administrative officers of The University. The general administration offices are located in Chapel Hill.

Members of the Board of Trustees are elected by the Legislature, and the Governor of North Carolina is chairman *ex officio*. A current list of members of the Board of Trustees is in Part IX.

The chancellors of the component institutions are responsible to the President as the principal executive officer of The University of North Carolina.

OFFICERS

OFFICERS

THE UNIVERSITY OF NORTH CAROLINA
AT GREENSBORO

Chancellor

JAMES SHARBROUGH FERGUSON, B.A., M.A., Ph.D.

Academic Affairs

Vice Chancellor for Academic Affairs

MEREB ETHNA MOSSMAN, B.A., M.A., L.H.D.

Dean of Arts and Sciences

ROBERT L. MILLER, Ph.B., B.S., M.S., Ph.D.

Associate Dean

TOMMIE LOU SMITH, B.A., M.A.

Graduate School

JOHN WESLEY KENNEDY, B.A., M.A., Ph.D., Dean

School of Education

ROBERT M. O'KANE, B.A., M.Ed., Ed.D., Dean

School of Home Economics

NAOMI ALBANESE, B.A., M.A., Ph.D., Dean

School of Music

LAWRENCE HART, B.M., M.M., D.Mus.A., Dean

School of Nursing

ELOISE R. LEWIS, B.S.N., M.S.Ed., Ed.D., Dean

Summer Session

HERBERT WILLIAM FRED, B.M.E., M.M., Ph.D., Director

Extension

JOSEPH EUGENE BRYSON, B.A., M.A., Ed.D., Director

Library

ELIZABETH JEROME HOLDER, B.A., M.S. in L.S., Acting Librarian

Office of Registration and Records

HOWARD HOYT PRICE, B.S., M.A., Registrar

Office of Admissions

RICHARD P. LOESTER, B.A., M.A., Director

Office of Institutional Studies

JOHN L. SAUNDERS, B.S., M.Ed., Director

Computer Center

ROSCOE JACKSON ALLEN, B.S., M.S., Ed.D., Director

Student Affairs

Dean of Students

THOMAS J. C. SMYTH, B.A., B.D.

Dean of Student Services

KATHERINE HENRIETTA TAYLOR, B.A., M.A.

Dean of Women

SHIRLEY K. FLYNN, B.S., M.S.P.E.

Dean of Men

CLARENCE OLAN SHIPTON, B.A., M.Ed.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

Student Health Services

WILLIAM G. MORGAN, M.D., University Physician

OLIVIA ABERNETHY, M.D., Associate Physician

¹OWEN W. DOYLE, M.D., Consulting Radiologist

¹KENNETH H. EPPLE, M.D., Consultant in Psychiatry

M. EDWARD RICE, M.D., Associate Physician

NEVIN R. TRIMBUR, M.D., Associate Physician

Student Aid Director

ELEANOR SAUNDERS MORRIS, B.A.

Religious Activities

KATHERINE HENRIETTA TAYLOR, B.A., M.A., Co-ordinator

Elliott Hall

KATHERINE HENRIETTA TAYLOR, B.A., M.A., Director

Placement Director

JOSEPHINE PARKER SCHAEFFER, B.A.

Business Affairs

Business Manager

HENRY LEE FERGUSON, JR., B.S., C.P.A.

Assistant Business Manager

EVERETT SHUFORD WILKINSON, JR.

Accounting

LEON J. SARTIN, B.S., Director

Purchasing Officer

ROGER FRANKLIN DAVIS, B.A.

Physical Plant

NESTUS HANNIBAL GURLEY, B.S., Director

Residence Halls

JEAN B. COOK, B.S.H.E., M.S.H.E., Director

Book Store

ETHEL V. BUTLER, B.A., Manager

Dining Halls

ARA SLATER FOOD SERVICE

JOHN TALANTIS, Manager

Development Affairs

Development

GEORGE WINSTON HAMER, B.A., Director

Director of Alumni Affairs

BARBARA ELLEN PARRISH, B.A., M.A.

News Bureau

WILSON DAVIS, B.A., Director

¹Part-time.



PART I

The University

I. THE UNIVERSITY

HISTORY OF THE UNIVERSITY

The University of North Carolina at Greensboro was established by legislative enactment on February 18, 1891, and opened on October 5, 1892. The City of Greensboro, situated near the geographical center of the state, was selected for the location of the new institution. Its citizens voted bonds to the sum of \$30,000 for the erection of the first buildings, and the original ten-acre site was given by R. S. Pullen and R. T. Gray, of Raleigh.

The University, for many years (1892-1919) the State Normal and Industrial College, and later (1919-1932) the North Carolina College for Women, and from 1932-1963 the Woman's College of the University of North Carolina, came into being as a direct result of a crusade made by Charles Duncan McIver in behalf of the education of women. Other pioneers in public school education—notably, Charles B. Aycock, Edwin A. Alderman, and James Y. Joyner—came to Dr. McIver's assistance; but to him more than any other individual the University owes its foundation. He became its first president and served it until his death in 1906. In that year, Dr. Julius I. Foust became president; and upon the foundation laid by Dr. McIver, he and his co-workers developed a strong liberal arts college.



During the years 1932-63 the University was known as the Woman's College of the University of North Carolina and as one of the three branches of the consolidated University of North Carolina. In 1962 the Board of Trustees recommended that the Greensboro campus become coeducational in the fall of 1964. By act of the General Assembly in the spring of 1963, the name of the institution was changed to the University of North Carolina at Greensboro.

The crusader for founding the institution, Charles Duncan McIver, served the institution as its first president. In 1906, following the death of Dr. McIver, Dr. Julius I. Foust became president and served until 1934, when he retired from active service. In 1934 Dr. Walter Clinton Jackson, who had served as teacher and vice-president, was elected head of the institution with the title of Dean of Administration. By act of the Board of Trustees in 1945, the title of the head of the institution was changed to Chancellor.

HISTORY OF THE UNIVERSITY

Dr. Jackson, who retired in 1950, was succeeded by Dr. Edward Kidder Graham. After Dr. Graham's resignation in 1956, Dr. W. W. Pierson, Jr., served as Acting Chancellor until July 1, 1957, when Dr. Gordon W. Blackwell became Chancellor. Dr. Pierson returned to serve again as Acting Chancellor in September 1960 after the resignation of Dr. Blackwell. Dr. Otis Singletary became Chancellor July 1, 1961. During the period of November 1964 to February 1966 while Dr. Singletary was on leave of absence, Dr. James S. Ferguson served as Acting Chancellor. Dr. Singletary returned and served as Chancellor until his resignation on November 1, 1966. Dr. Ferguson again served as Acting Chancellor and was appointed Chancellor on January 9, 1967.

Although the institution was founded upon a profound belief that education must go beyond providing technical skills and competencies, it has always been committed to a program strongly rooted in general education. In addition to education in the liberal arts, the University offers teacher education in all fields and specialized curricula in art, music, home economics, business, physical education, and nursing education.

From a student body of 223 and a faculty of 15, the University has grown to a student body of approximately 7,000 and a faculty of approximately 500, and a plant valued at approximately \$37,000,000. In addition, over 600 people are enrolled in extension centers throughout the state.

The University is a member of the Southern Association of Colleges and Secondary Schools, The Association of American Colleges, the American Council of Education, the Southern Association of Colleges for Women, the North Carolina College Conference, and the National Commission of Accrediting. The University is listed with an approved program by the National Council of Accreditation in Teacher Education. The University is regionally accredited by the Southern Association of Colleges and Schools. The School of Music is accredited by the National Association of Schools of Music. The Chemistry Department is accredited by the American Chemical Society.

The University confers nine undergraduate degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Music, Bachelor of Science in Home Economics, Bachelor of Science in Physical Education, Bachelor of Science in Secretarial Administration, Bachelor of Science in Medical Technology, Bachelor of Science in Nursing, and Bachelor of Fine Arts. Graduate curricula are offered in the fields of Art, Biology, Business Administration, Business Education, Chemistry, Drama-Speech, Economics, Education, English, French, Health, History, Home Economics, Mathematics, Music, Physical Education, Physics, Psychology, Spanish, and Fine Arts. A Ph.D. degree is given in Home Economics, English, and Psychology. The Ed.D. degree is given in Education in the areas of Guidance and Counseling, Educational Administration, or Curriculum and Teaching; in Physical Education; and in Music Education.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

The University of North Carolina at Greensboro entered a new era as it became a coeducational University in the fall of 1964. It assumes a greater role as a part of the public education system of the State of North Carolina. As a state institution it desires to be of the greatest possible service to the people of North Carolina, and its advantages are open to all on similar terms without regard to race, color, or national origin.

BUILDINGS AND GROUNDS

The main University campus is about one mile west of the central business district of Greensboro and may be entered from either West Market Street or Spring Garden Street. It consists of 140 acres of developed and wooded land, including a nine-hole golf course. There are about 55 buildings valued at more than thirty-seven million dollars. These buildings are identified on the map appearing inside the back cover. More detailed descriptions of the residence halls, library, student union, infirmary, and an off-campus recreation camp may be found elsewhere in this section.

THE LIBRARY

The Walter Clinton Jackson Library, completed in the spring of 1950, was improved by new lighting and air conditioning in 1965. It now has over 428,400 cataloged volumes and has a collection of over 100,000 federal and state documents. It provides on open shelves a generous selection of reference books and bibliographies, periodicals, and reserve books for class assignments. In the General Reading Room there is a selection of classics and current literature in all fields and a well-chosen collection of records. This room is attractively furnished to encourage leisurely reading and study. In the stack areas faculty studies and student carrells, desks, and tables are provided for concentrated study.

A sound-proof seminar room, seating about 40, and a large lecture hall, seating 372, are provided for group use of documentary films, music, or lectures. Microfilm and microcard readers and a reader-printer are provided for use of back files of newspapers and specialized reference books not otherwise available in print.

It is a distinct advantage to the University at Greensboro that it is located in a rich literary and cultural area. In addition to its own book collection, the library is able in a short time, by means of interlibrary loan service, to make available for faculty and graduate research the extensive book resources of other units of the University, Duke University, and libraries in the vicinity.

The library is building collections to strengthen its resources for both undergraduate and graduate work. Some special collections are being developed: the Homans' Collection in Physical Education (acquired from

THE WEATHERSPOON ART GALLERY

Wellesley College), Silva Music Collection, Historical Textbooks, Juvenile Literature, and the Dance. The library is the depository for the Archives and the history of this University.

A Friends of the Library organization was established in 1959. The officers for 1969-70 are: Mrs. Mary Bynum Pierson, Chairman; Mr. William Stanback, Vice-Chairman; Mr. John Barney, Vice-Chairman; Mr. Henry L. Ferguson, Jr., Treasurer, and a distinguished Board of Directors. One of the main objectives of the Friends is to help interpret the mission of the library and its needs to the people of North Carolina. As one of the Friends' special projects for enriching the book collections, it is promoting the collecting of Southern Renaissance literature, including first editions and manuscripts, of leading Southern writers since the 1920's.

THE WEATHERSPOON ART GALLERY

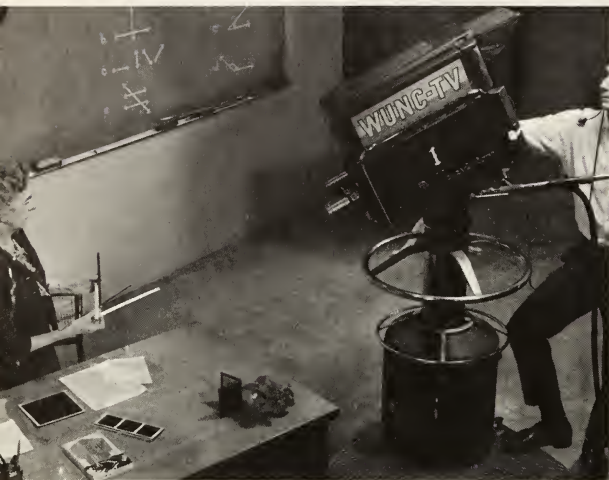
The Weatherspoon Art Gallery, named for Elizabeth McIver Weatherspoon, is located in the north wing of McIver Building. Facilities are provided for a program of exhibitions held throughout the year. This series of exhibits is an integral part of the instructional program of the Department of Art. The exhibitions are open to all students and thus become a part of the general education program for all students. The public is also invited to attend the exhibitions. Television programs originate in the Gallery, which bring to a large audience the exhibitions of paintings, prints, sculpture, and other objects. From time to time appropriate professional groups hold meetings in the Gallery.

The Weatherspoon Gallery Association established in 1942 has given support in the formation of a permanent collection of paintings, sculpture, and prints by contemporary American and European artists. Major additions are made to the collection each year. Membership in the Association is open to all persons who are interested in art.

Officers of the Weatherspoon Gallery Association for 1968-69 are President, Douglas Orr; Vice President, Ben Cone; Second Vice President, Edwin Yoder; Treasurer, Sion A. Boney; Secretary, Mrs. Paul N. Howard, Jr.; and Historian, Mrs. J. I. Foust.

TELEVISION

At the University is the William D. Carmichael, Jr., Television Studio Building from which programs for the University's Educational Non-Commercial Network are originated. This building contains 2 TV studios, 1 radio studio, associated control rooms, projection, film-editing, darkrooms, and engineering area. There are also dressing rooms, scenery rooms, art studio, viewing room, and offices. The television equipment is ample for a full-time operating station. Students use these facilities for laboratory work. In addition, selected students are given an opportunity to participate in television activities, either as performers or as production and program



assistants. In this way they are exposed to, and trained in, the day-to-day operation of a full-time station. Programs telecast by University Television are in the nature of an extended service of the University. They are planned for and directed to all of the people in North Carolina. These are programs for specific groups (age, social, economic, or educational level) and programs of general interest. Any activity of the University is potential television program material. The net-

work also presents programs produced in cooperation with other educational and public service agencies.

THE UNIVERSITY FORENSIC ASSOCIATION

The University Forensic Association is sponsored by the Department of Drama and Speech for all students who are interested in competition in debate, oratory, extemporaneous speaking, oral interpretation, and related speech activities. The forensic program serves interested students from all areas of the University. No previous experience in debate is required. Members travel to outstanding tournaments in the United States during the academic year.

The forensic program provides excellent training in speaking, with a unique emphasis upon the skills of critical thinking, comprehensive research, and the theory of evidence. Thus, the UNC-G Forensic Association provides training of particular value to those who plan careers involving oral or written communication activities such as: teaching, law, politics, merchandising, business, or the ministry.

Students interested in joining the University Forensic Association should write or visit the Director of Forensics, Department of Drama and Speech, UNC-G. Offices are in Aycock Auditorium, Room 26.

THE UNIVERSITY DANCE COMPANY

The University Dance Company is a performing group open to all University students. It gives two major performances a year and performs for other universities and for civic organizations in other cities. Frequently, appearances are made on television. The University Dance Company per-

THE UNIVERSITY THEATRE

forms classical Ballet and classical Modern as well as currently choreographed dances composed by well-known artists, the faculty, and students of dance. Students may also participate in operas, plays, or musicals which are jointly produced by the Dance Division of the Department of Health, Physical Education, and Recreation, the Department of Drama and Speech, and the School of Music.

THE UNIVERSITY THEATRE

The Theatre is the producing organization of the Department of Drama and Speech and the Masqueraders, an active society of those students distinguishing themselves by their work in the theatre. It produces a series of plays and television programs in the new fine arts complex completed in 1967. It frequently tours. Any student is welcome to participate. Nine major productions are offered each year. Included among the recently produced plays are *Desire Under the Elms*, *My Fair Lady*, and *A Midsummer Night's Dream*.

The Theatre, in cooperation with the Junior League of Greensboro and the city and county school systems, produces three plays for children each season. These Pixie Theatre productions are seen by over 30,000 youngsters each year.

Through its completely student produced Laboratory Theatre Productions, one-act plays are presented in the studio theatre. Any students on campus may request to do a drama project on this series. Recent plays have included *A Sleep of Prisoners* and *The Property Is Condemned*.

During the summers the Theatre operates the Parkway Playhouse, Burnsville, North Carolina. The season consists of six plays. Recent productions have included *Oklahoma!*, *Look Howeward Angel*, and *Antigone*. Now in its twenty-third season, the program at the Parkway Playhouse also includes university level courses in theatre.

In 1959 the Theatre was selected by the American Educational Theatre Association to tour under the joint sponsorship of A.E.T.A., U.S.O., and the Department of Defense for the entertainment of American troops in the Pacific Command. On this tour performances were given in Japan, Korea, Hawaii, and the Philippines. In 1962 the Theatre was once more chosen, this time to tour the Northeast Command of Iceland, Greenland, Newfoundland, and Labrador. A third tour in 1966 took the Theatre to England, the Netherlands, France, and Germany.

Special brochures covering the tours and theatre activities are available upon request from the Director of Admissions.

LECTURES AND CONCERTS

The University is wholly or partly responsible for bringing to the student body each year a number of distinguished artists and lecturers in

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

the field of art, the dance, music, and letters. The University also cooperates with the Civic Music Association in bringing to the campus throughout the year persons distinguished in the field of music.

In addition, the School of Music presents regular faculty and student recitals and concerts which all students may attend without charge.

MUSICAL ORGANIZATIONS

Student musical performing organizations are open to all University students. Choral organizations include the Chorale for mixed voices, and the Choir and Glee Club for women's voices; instrumental organizations include the Symphony Orchestra, Chamber Orchestra, Concert Band, and Stage Band. Smaller vocal and instrumental ensembles are also available. Students may also participate in opera and musical comedy, produced jointly by the School of Music and the Department of Drama and Speech.

RESIDENCE HALLS

There are twenty-three residence halls on the campus. In each hall is a counselor to whom students may go for advice and who supervises social and residential activities in accordance with regulations of the University. The rooms are comfortably furnished. Only single beds are used. North Spencer Hall and South Spencer Hall (1904, remodeled and modernized in 1938)—named for Mrs. Cornelia Phillips Spencer, one of North Carolina's most distinguished women, three hundred sixteen students; Anna Howard Shaw Hall (1920)—named for the great woman suffragist, one hundred students; Gray Hall (1921)—named for Mr. Robert T. Gray, a member of the Board of Trustees of the University from 1900 to 1912, one hundred sixteen students; Bailey Hall (1922)—named for Mr. T. B. Bailey, a member of the Board of Trustees of the University from 1902 to 1916, one hundred sixteen students; Cotten Hall (1922)—named for Mrs. Sally Southall Cotten, one hundred sixteen students; Hinshaw Hall (1922)—named for Colonel G. W. Hinshaw, a member of the Board of Trustees of the University from 1910 to 1918, one hundred sixteen students; Laura Coit Hall (1923)—named for Miss Laura Coit, late secretary of the University, one hundred sixteen students; Jamison Hall (1923)—named for Miss Minnie Jamison, one of the first students and long-time member of the faculty, one hundred sixteen students; Mary Foust Hall (1927)—named by the alumnae of the University in memory of the daughter of the late President Foust, one hundred forty students; Guilford Hall (1927)—a duplicate of Mary Foust Hall; Weil-Winfield Hall (1939)—named for Miss Martha Winfield, late professor of English at the University, and for Mrs. Mina Weil, benefactress of the University, two distinct but connected halls giving the appearance of one building, two hundred ninety students; Mendenhall-Ragsdale Hall (1950)—named for Miss Gertrude Mendenhall, charter member of the faculty and late head of the Department of Mathematics, and for Miss Virginia Rags-

RESIDENCE HALL ACCOMMODATIONS—GENERAL

dale, who succeeded Miss Mendenhall as head of the Department of Mathematics—similar in construction to Weil-Winfield, three hundred eight students; Moore-Strong Hall (1960)—named for Miss Mary Taylor Moore, late registrar of the University, and for Miss Cornelia Strong, late professor of mathematics at the University—three hundred fifty students. Grogan-Reynolds (1963)—named for Miss Ione H. Grogan, alumna and long-time member of the faculty, and for Mrs. Katharine Smith Reynolds, alumna to whose memory the Reynolds Scholarships are a memorial—four distinct but connected halls giving the appearance of one building, six hundred seventy-two students; Phillips-Hawkins Hall (1967)—named for Charles W. Phillips, Jr., former Director of Public Relations, and Mrs. Kathleen P. Hawkins, former Student Aid Officer—the first coeducational residence hall, housing two hundred seventeen men in Phillips and two hundred ten women in Hawkins; Cone Hall (1967)—named for Mrs. Laura W. Cone who served on the U.N.C. Board of Trustees for over twenty years—three hundred ninety-eight students.

RESIDENCE HALL ACCOMMODATIONS—GENERAL:

The University reserves the right to approve the housing of students whether they live on or off the campus, and to make changes in room assignments or to transfer students to other residence halls during the school term. Each student is required to file a correct local address with the University. By Board of Trustee action the University is authorized to establish minimum standards of health, safety, and general welfare in regard to housing. All off-campus housing listed with the University must comply with these standards. All room assignments are made without regard to race, creed, color, or national origin and are considered final until the opening of school. Rent *does not* cover occupancy during holidays, semester breaks, and other periods when the University is not officially in session.

Housing agreements are made for a full semester and cannot be transferred. The right to occupy a room terminates with the expiration of the semester. The University reserves the right to require any student whom it considers and finds, after due process, an undesirable tenant to vacate a residence hall room on 48 hours notice. Should a student be dismissed or withdrawn from the University, he is expected to vacate his room within 48 hours. The space then becomes available for reassignment by the University.

Unmarried undergraduate women students under 21 are required to live in a campus residence hall unless they will be living with parents, guardians, or grandparents or unless special off-campus housing requests are by parental approval. Approval for off-campus housing requires the filing of name, address, and telephone number of the local address and a letter of approval from the parents.

Students in residence have priority over entering students in selection of rooms in residence halls.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

The occupants of a room are held directly responsible for all damage done to their room and its furniture. Damage will be assessed and charges made to cover the cost of repair and/or replacement. The occupants are liable for such charges.

No pets may be kept in University residence halls on penalty of forfeiture of right of occupancy.

All rooms are furnished, but students must bring desk lamps, bedspreads, rugs, linens, and pillows. Students assigned to residence hall rooms are sent housing agreements and descriptive lists of what to bring to the campus. The signing of an agreement does not automatically assure one of space in a hall.

AUTOMOBILE AND PARKING REGULATIONS

All parking on the UNC-G campus is designated "A," "B," or "C," with the exception of the visitors' lot immediately in front of the Administration Building. Faculty and staff covered under the North Carolina State Personnel Act are eligible for "A" permits; resident students are eligible for "B" permits, and commuting or town students are eligible for "C" permits. Vehicles may be parked only in the areas that registration permits indicate.

All resident undergraduates, with the exception of seniors, married students, third and fourth year nursing students, are ineligible to keep a motor vehicle on the UNC-G campus, with the exception of those cases which merit special permission, which must be obtained before bringing any motor vehicle to campus. Unregistered vehicles are towed from the campus at the owner's expense.

Registering of Motor Vehicles. Any student who owns and/or operates a motor vehicle on the UNC-G campus is required to register the vehicle within 48 hours of his initial academic registration and to display on the vehicle a sticker indicating he is a student at the University. Vehicles acquired after the time of enrollment must be registered within 48 hours after the time of acquisition. A motor vehicle registration sticker is for registration and identification purposes only and in no sense guarantees the holder a parking place.

Complete rules concerning the registration and parking permits can be secured from the offices of the Dean of Men, Dean of Women, or the Business Office.

STUDENT HEALTH SERVICE

The Student Health Service has as its aim the maintenance of good health among all members of the University community. To reach this objective, the work is necessarily of two types; first, preventive and second, therapeutic.

STUDENT GOVERNMENT

Several types of preventive measures are taken. A complete medical examination given by the family physician is required of each new student before his acceptance and matriculation. This includes a complete physical examination, certain laboratory tests, a tuberculin test, and required immunizations. This examination done by the family physician is carefully reviewed by the University doctors before the student's admission. When requested by the family physician or when an existing physical condition requires it, regular follow-up examinations are done by the medical staff.

The care of students who are ill, which is the second major duty of the Health Service, is centered in the Anna M. Gove Infirmary. Here, with a staff of four full-time physicians, a part-time psychiatrist, nine graduate nurses and a laboratory technician and an x-ray technician in attendance, all medical and minor surgical cases are given complete care. Major surgical cases must be referred to a hospital or surgeon not directly connected with the University. A comprehensive insurance policy is offered to students, providing payment for medical services and hospitalization not available in the Student Health Service itself.

Students should report promptly to the Infirmary in cases of illness of any kind. Prompt attention to minor conditions prevents the development of major ill health.

STUDENT GOVERNMENT

Authorized by the Board of Trustees and the faculty, the Student Government Association is the University's way of implementing the idea that self-government is appropriate for mature students. Operating within a constitution written and accepted by all students, Student Government represents an effective means through which students share with the administration and the faculty the responsibility for creating and maintaining a climate that breeds excitement for the adventure of education.

There are three divisions of the student government: the Judicial, the Legislative, and the Executive, each serving in its particular capacity. It is understood that to the faculty and the administrative officers is reserved the handling of such matters as affect academic questions, matters relating to the health of the University community, the control of property, and special cases of discipline which are outside student jurisdiction.

RELIGION

RELIGIOUS GROUPS. Students are encouraged by both the University and the churches to attend the church of their choice and to identify themselves with an organized religious group. Five denominations—Baptist, Episcopal, Lutheran, Methodist, and Presbyterian — are represented by campus ministers who work through student centers and churches adjacent to the campus.

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THE INTER-FAITH COUNCIL is composed of student representatives of religious groups. The Council promotes understanding of the common purposes of Jewish, Protestant, and Roman Catholic believers and unites all in joint activities.

DIRECTOR. The Dean of Student Services serves as Coordinator of Religious Activities. Her office is a clearinghouse for the activities of all campus religious organizations.

SOCIAL LIFE

The social life of the University centers around the residence hall units and various clubs and class organizations. Picnics, weekend camping trips, teas, and formal and informal dances help create a normal social atmosphere. Through certain of the clubs and through the advisory system, members of the faculty are able to establish social contacts with the students. Altogether there are many opportunities within the campus community for a wholesome social life.

Elliott Hall, the student union, is the center of extracurricular activities. Its facilities include a large ballroom, a game room, lounges, meeting rooms, offices for publications, study and locker rooms for day students, and the University book store and restaurant.

SPORTS AND RECREATION

The athletic fields include ten tennis courts; soccer, speedball, hockey, lacrosse, and softball fields; a nine-hole golf course and practice tee and putting green; an archery range and other outdoor play areas. The Rosenthal Gymnasium houses the new swimming pool, dressing and shower rooms, game room, one large gymnasium floor, wrestling room, crafts room, and two auxiliary areas. The Coleman Gymnasium provides the following modern facilities for a broad program of physical education: gymnasium, activity terrace, corrective unit, two dance studios, bowling alleys, indoor golf room, game rooms, and instructional and administrative rooms and offices.

Piney Lake, the recreation center, is located about six miles south of Greensboro. Forty-two acres of beautiful wooded land provide facilities which include two well-equipped houses, a large lake, a recreation hall, a crafts and hobby shop, a log cabin, playing areas, and a new camp site complete with lodge, dining hall, and ten cabins. Students of the University may use the recreation center for picnics, weekend outings, and for recreational purposes. The center is used also by the Department of Health, Physical Education, and Recreation for instructional programs in camping and outdoor education and by other departments and schools in the conduct of instructional work in out-of-doors laboratories.

ORGANIZATIONS

ORGANIZATIONS

The Board of Trustees prohibits any secret organizations.

PHI BETA KAPPA. Epsilon Chapter of North Carolina, Phi Beta Kappa. Candidates for the B.A. degree who have high scholastic averages are eligible for election to Phi Beta Kappa. Ordinarily students are elected in the senior year, but juniors of exceptionally high scholastic standing are also elected. Alumni of not less than ten years' standing who have distinguished themselves in the arts, literature, or the sciences are eligible for election to alumni membership.

PI KAPPA LAMBDA. Tau Chapter of Pi Kappa Lambda, national honorary scholastic society recognizing superior students of music. Elections are from the senior class.

MU PHI EPSILON, international music society for women.

SIGMA DELTA PI. Alpha Tau Chapter of Sigma Delta Pi, the national Spanish fraternity.

OMICRON NU, national home economics honor society.

PI DELTA PHI, national French fraternity.

ALPHA KAPPA DELTA, sociology honor society.

PHI ALPHA THETA, international honor society in history.

PSI CHI, national psychology honor society.

BETA BETA BETA, national honor society for students in the biological sciences.

NATIONAL SOCIETY OF INTERIOR DESIGNERS.

ALPHA PSI OMEGA, national honor society for students in drama.

GOLDEN CHAIN, campus honorary society. Membership in Golden Chain is based on a consideration of the following qualities: leadership, scholarship, and service.

SIGMA ALPHA, business education honor society.

CLUBS. The numerous departmental political and service clubs and other organizations promote interest in a wide range of activities.

THE RECREATION ASSOCIATION sponsors the following activities: swimming, gymnastics, modern dance, hockey, softball, basketball, archery, volleyball, soccer, tennis, golf, and speedball.

PLACEMENT OFFICE

The Placement Office aids graduates in solving the problem of post-college employment. It serves as an intermediary between students and

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

prospective employers. It acquaints students with employment possibilities in the teaching, business, and professional fields; it assembles comprehensive records on each registrant and makes these records available to appropriate representatives; and it arranges interviews with prospective employers. The data assembled for individual records include academic achievement, training, experience, extracurricular activities, and honors. Confidential letters of recommendation are incorporated in the file of each registrant. It aids the registrant in directing his search to a field appropriate to his aptitude, training, and interest.

The Office receives more calls for qualified personnel than it can supply from its registrants. It is to the mutual advantage of the students and the Office that a complete record of registrants be assembled by the fall of the senior year.

PUBLICATIONS

Alumni News: The official organ of the Alumni Association, published quarterly.

The Carolinian: The University newspaper, issued twice weekly.

The Coraddi: The literary magazine of the University, issued quarterly.

Pine Needles: The University yearbook.

UNC-G News: The University newsletter, published four times during the school year.

ALUMNI ASSOCIATION

The Alumni Association of the University of North Carolina at Greensboro was organized in 1893 and incorporated by act of the General Assembly of North Carolina on March 8, 1909. The objects of the Association, as set forth in Section 3 of the Act incorporating it, are: "To encourage, foster, and promote education in the State of North Carolina; to aid and assist the University of North Carolina at Greensboro by donations or otherwise; to aid and assist, by loans or donations, or both, worthy young women (and men) of the state to obtain an education at the said University, and for such purposes to receive, hold, invest, manage, and disburse any fund or funds which may come into its possession." The official publication of the Alumni Association is *The Alumni News*, sent to active members of the Alumni Association four times each year. In addition to keeping records on and attempting to maintain contact with thirty thousand former students, the Alumni Office assists in the promotion and organization of local alumni chapters throughout North Carolina and in many cities outside the state. Alumnae House, opened in January, 1937, is headquarters for alumni work in general. The House is available for official alumni, student, and University affairs—social, cultural, and educational.

THE HOME ECONOMICS FOUNDATION

Officers for 1970 are Miss Ruth M. Clinard, Greensboro, president; Mrs. William C. Stanback, Salisbury, first vice-president; Mrs. H. H. Walston, III, Wilson, second vice-president; Mrs. W. Harrell Johnson, Southern Pines, recording secretary; and Miss Barbara Parrish, Greensboro, executive secretary.

THE HOME ECONOMICS FOUNDATION

The Home Economics Foundation was incorporated in July, 1946, with headquarters at the University of North Carolina at Greensboro, North Carolina. The corporation is a charitable, nonprofit, and educational organization, having no capital stock. Its members shall include such individuals, firms, and corporations as shall meet the terms and conditions for membership as are prescribed from time to time by the by-laws of the corporation. The management of the corporation and its properties shall be vested in a Board of Directors, which shall have full power and authority to act.

The purposes of the Home Economics Foundation are to: (1) aid and promote through financial assistance and other means all types of education, both undergraduate and graduate, and research in home economics in order that the School of Home Economics at the University of North Carolina at Greensboro may serve the people, the homes, the institutions, and the industries of North Carolina with maximum values at minimum costs in money, time, and labor. This contribution will include foods and nutrition, clothing and textiles, housing and furnishings, child development and family relations, interior design and home management, home economics education, and food service management; (2) enable the School of Home Economics to develop a strong teaching and research program through helping to secure and keep an outstanding and highly trained faculty; (3) enable the School of Home Economics to offer short service courses, forums, and conferences on various subjects of home economics; (4) enable the School of Home Economics to publish and distribute bulletins and reports of research and studies on various subjects of home economics; (5) enable the School of Home Economics to sponsor various projects for improving the home, industrial, and institutional life of this state.

All funds contributed to the Foundation will be used for the purchase of special and additional equipment and teaching materials, for the supplementing of salaries of professors, instructors, and research fellows, and for the publication and distribution of papers, bulletins, and books, all in the interest of the development and service of the School of Home Economics in the University of North Carolina at Greensboro to the people, homes, and industries of North Carolina and the South. All funds solicited and collected for the Foundation will be applied as the donor requests insofar as is consistent with the program adopted.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

The officers of the Foundation are: Robert Spelman, High Point, President; Vice-Presidents, Roger Soles, Greensboro; Mrs. George E. Norman, Greensboro; Secretary, Mrs. Arthur Jenkins, Fayetteville; Treasurer, Henry L. Ferguson, Jr., Greensboro.

THE INSTITUTE FOR CHILD AND FAMILY DEVELOPMENT

Established September, 1959, by action of the Trustees of the University of North Carolina and financed initially by a grant from the Home Economics Foundation of the University of North Carolina at Greensboro, the Institute for Child and Family Development is an interdisciplinary agency which has two primary purposes: *Research*—to stimulate and coordinate research in child development and family life, and to transmit the findings to interested professional and lay groups. *Extended Service*—to provide consultation, instruction, and facilities for groups in the regions which are concerned with child development and family life. This service will draw heavily on the accumulated pool of research and technical knowledge developed through the research function of the Institute.

DEVELOPMENT OFFICE

The Office of Developmental Affairs was set up in June 1962. Its purpose is to seek the advancement of understanding and support of the University. This includes interpreting the University to its constituent groups, involving them in affairs of the University, and soliciting and encouraging financial support from them for the University. George W. Hamer is director, and Donald B. Johnson is the assistant director.

The University maintains a news bureau for the purpose of publicizing University events and for providing information to people of the state regarding the activities of the campus and the members of the student body. Wilson M. Davis is director of the News Bureau.

STATEMENT OF UNIVERSITY POLICY

STATEMENT OF UNIVERSITY POLICY ON (1) DISRUPTION OF THE EDUCATIONAL PROCESS, (2) RESPONSIBILITY FOR STUDENT DISCIPLINE AND (3) POSSESSION OF WEAPONS

The following policy was adopted by the Board of Trustees of the University of North Carolina on September 12, 1969.

The By-Laws of the Board of Trustees as they appear in the 1968 edition are amended by adding a new chapter "V" thereto to be entitled "Emergency Disciplinary Procedure in Cases of Disruption in the Educational Process" which shall contain the following provisions:

STATEMENT OF UNIVERSITY POLICY

DEFINITION OF DISRUPTIVE CONDUCT

The University of North Carolina has long honored the right of free discussion and expression, peaceful picketing and demonstrations, the right to petition and peaceably to assemble. That these rights are a part of the fabric of this institution is not questioned. They must remain secure. It is equally clear, however, that in a community of learning willful disruption of the educational process, destruction of property, and interference with the rights of other members of the community cannot be tolerated.

(a) Any student or faculty member (including full-time or part-time instructor) who willfully by use of violence, force, coercion, threat, intimidation or fear, obstructs, disrupts, or attempts to obstruct or disrupt, the normal operations or functions of any of the component institutions of the University, or who advises, procures, or incites others to do so, shall be subject to suspension, expulsion, discharge, or dismissal from the University. The following, while not intended to be exclusive, illustrate the offenses encompassed herein: occupation of any University building or part thereof with intent to deprive others of its use; blocking the entrance or exit of any University building or corridor or room therein; setting fire to or by any other means substantially damaging any University building or property, or the property of others on University premises; except as necessary for law enforcement, any display of or attempt or threat to use firearms or explosives or, for the purpose of intimidating, other weapons, in any University building or on any University campus; prevention of the convening, continuation or orderly conduct of any University class or activity or of any lawful meeting or assembly in any University building or on any University campus; inciting or organizing attempts to prevent student attendance at classes; and, except with the permission of the Chancellor, blocking normal pedestrian or vehicular traffic on any University campus.

(b) Any faculty member (including any full-time or part-time instructor) who, with intent to obstruct or disrupt the normal operations or functions of any of the component institutions of the University, willfully fails or refuses to carry out validly assigned duties shall be subject to discharge.

RESPONSIBILITY OF CHANCELLOR

(a) The Chancellor or his representatives shall have a duty to identify persons who violate the provisions of Section 5-1 (a) or (b) and promptly report their names to the President. In any such instance the Chancellor or his representative shall marshal the evidence, and the Chancellor shall report it to the President in writing.

(b) The Chancellor or his representative may recommend to the President that injunctive relief be sought from the courts to prevent occurrence, continuation, or recurrence of a violation of Section 5-1 (a).

RESPONSIBILITY OF THE PRESIDENT

When it appears that there is a violation of Section 5-1 (a) or (b), it shall be the duty of the President, and he is fully authorized to act, to take all steps which he deems advisable to protect the best interest of the University of North Carolina, and any of its component institutions, and to see that its Rules, Regulations and Policies are enforced. He shall insure that any person or persons found guilty after proper hearing shall be disciplined in such manner as may be warranted.

In carrying out these duties, the President may call upon any members of the University Administration or Faculty. Conviction in any State or Federal Court shall not preclude the University from exercising its disciplinary authority in any offense under this or any other section of the By-Laws.

RESPONSIBILITY OF THE TRUSTEES

The Trustees recognize that by statute they have the power to make such rules and regulations for the management of the University as they may deem necessary and expedient, not inconsistent with the constitution and laws of the State. While the Trustees fully appreciate their obligation in this respect, they further recognize that in dealing with those offenses against the University defined in Section 5-1 (a) and (b) hereof, they must impose the duty and authority of enforcing the policies set forth herein in the principal Executive Officer of the University—the President. It will be the responsibility of the Trustees to furnish all possible assistance to the President when requested by him.

NO AMNESTY

No administrative official, faculty member, student, or employee of the University shall have authority to grant amnesty or to make any promise as to prosecution or non-prosecution in any court, state or federal, or before any student, faculty, administrative, or Trustee committee to any person charged with or suspected of violating Section 5-1 (a) or (b) of these By-Laws.

RESPONSIBILITY FOR STUDENT DISCIPLINE

Subject to the provisions of Sections 5-1 through 5-5 of these By-Laws, it shall be the duty of the Chancellor in each of the component institutions to exercise full authority in the regulation of student conduct and in matters of student discipline in that institution. In the discharge of this duty, delegation of such authority may be made by the Chancellor to faculty committees and to administrative or other officers of the institution, or to agencies of student government, in such manner and to such extent as may by the Chancellor be deemed necessary and expedient; provided, that in the

STATEMENT OF UNIVERSITY POLICY

discharge of this duty it shall be the duty of the Chancellor to secure to every student the right of due process and fair hearing, the presumption of innocence until found guilty, the right to know the evidence and to face witnesses testifying against him, and the right to such advice and assistance in his own defense as may be allowable under the regulations of the institution as approved by the Chancellor. In those instances where the denial of any of these rights is alleged, it shall be the duty of the President to review the proceedings.

FIREARMS AND OTHER WEAPONS PROHIBITED

The possession of bowie knives, dirks, daggers, loaded canes, sword canes, machetes, pistols, rifles, repeating rifles, shotguns, pump guns, or other firearms or explosives upon any University campus or in any University owned or operated facility, unless explicitly permitted by the appropriate Chancellor or his designated representative in writing, is forbidden. Violation of this prohibition constitutes grounds for suspension from the University.

The text of the preceding paragraph of Section 3-3 (b) of these By-Laws shall be printed in the official catalogues of each component institution of the University.



PART II

Expenses

II. EXPENSES

RESIDENCE STATUS FOR TUITION PAYMENT

1. **General:** The tuition charge for legal residents of North Carolina is less than for nonresidents. To qualify for in-state tuition, a legal resident must have maintained his domicile in North Carolina for at least the six months next preceding the date of first enrollment or re-enrollment in an institution of higher education in this State.
2. **Minors:** The legal residence of a person under twenty-one years of age at the time of his first enrollment in an institution of higher education in this State is that of his parents, surviving parent, or legal guardian. In cases where parents are divorced or legally separated, the legal residence of the father will control unless custody of the minor has been awarded by court order to the mother or to a legal guardian other than a parent. No claim of residence in North Carolina based upon residence of a guardian in North Carolina will be considered if either parent is living unless the action of the court appointing the guardian antedates the student's first enrollment in a North Carolina institution of higher education by at least twelve months.

A minor student whose parents move their legal residence from North Carolina to a location outside the State shall be considered to be a nonresident after six months from the date of removal from the State.

For the purpose of determining residence requirements under these rules, a person will be considered a minor until he has reached his twenty-first birthday. Married minors, however, are entitled to establish and maintain their residence in the same manner as adults. Attendance at an institution of higher education as a student cannot be counted as fulfilling the six-month domicile requirement.

3. **Adults:** A person twenty-one years of age or older is eligible for in-state tuition if he has maintained continuous domicile in North Carolina for the six months next preceding the date of enrollment or re-enrollment, exclusive of any time spent in attendance at any institution of higher education. An in-state student reaching the age of twenty-one is not required to re-establish residence provided that he maintains his domicile in North Carolina.
4. **Married Students:** The legal residence of a wife follows that of her husband, except that a woman currently enrolled as an in-state student in an institution of higher education may continue as a resident even though she marries a nonresident. If the husband is a nonresident and separation or divorce occurs, the woman may qualify for in-state tuition after establishing her domicile in North Carolina for at least six months under the same conditions as she could if she were single.
5. **Military Personnel:** No person shall be presumed to have gained or lost in-state residence status in North Carolina while serving in the

EXPENSES

Armed Forces. However, a member of the Armed Forces may obtain in-state residence status for himself, his spouse, or his children after maintaining his domicile in North Carolina for at least the six months next preceding his or their enrollment or re-enrollment in an institution of higher education in this State.

6. **Aliens:** Aliens lawfully admitted to the United States for permanent residence may establish North Carolina residence in the same manner as any other nonresident.
7. **Property and Taxes:** Ownership of property in or payment of taxes to the State of North Carolina apart from legal residence will not qualify one for the in-state tuition rate.
8. **Change of Status:** The residence status of any student is determined as of the time of his first enrollment in an institution of higher education in North Carolina and may not thereafter be changed except: (a) in the case of a nonresident student at the time of his first enrollment who, or if a minor his parents, has subsequently maintained a legal residence in North Carolina for at least six months, and (b) in the case of a resident who has abandoned his legal residence in North Carolina for a minimum period of six months. In either case, the appropriate tuition rate will become effective at the beginning of the term following the six-month period.
9. **Responsibility of Student:** Any student or prospective student in doubt concerning his residence status must bear the responsibility for securing a ruling by stating his case in writing to the Business Manager. The student who, due to subsequent events, becomes eligible for a change in classification, whether from out-of-state to in-state or the reverse, has the responsibility of immediately informing the Business Manager of this circumstance in writing. Failure to give complete and correct information regarding residence constitutes grounds for disciplinary action.
10. **Appeals of Rulings of Business Manager:** Any student or prospective student may appeal the ruling of the Business Manager in writing to the Chancellor of the institution. The Chancellor may use any officer or committee which he deems appropriate in review of the appeal. Appeal of the Chancellor's ruling may be made to the President of the University, such appeals to be filed with the Chancellor and forwarded by him to the President.

TUITION AND REGULAR FEES— FULL-TIME UNDERGRADUATES

The University reserves the right to make changes in charges for tuition and fees without advanced notice.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

For Students Living on Campus:

	<i>In-State</i>	<i>Out-of-State</i>
Tuition	\$ 225.00	\$ 950.00
Academic Fees	81.00	81.00
Health service	56.00	56.00
Student Activities:		
Campus organizations	25.00	25.00
Entertainment	10.00	10.00
Student Union	20.00	20.00
Student Union Building fees	25.00	25.00
Recreation Center	5.00	5.00
Athletic Association	4.00	4.00
Room (see Telephone Service)	340.00	340.00
Board (7-day plan)	400.00	400.00
(5-day plan, Monday through Friday, inclusive—\$330.00)		
Laundry (women students)	54.00	54.00
(See Laundry Service)		
Total	\$1,245.00	\$1,970.00

For Students not Living on Campus:

Deduct Room, Board, Laundry	794.00	794.00
	\$ 451.00	\$1,176.00

BOARD PLANS

Students living on campus may elect either a seven days per-week board plan or a five days per-week (Monday through Friday, inclusive) board plan. This option can be exercised for each semester, but once an election has been made for a given semester, it cannot be changed during that semester.

ENROLLMENT DEPOSIT

An enrollment deposit of \$50 is required of all full-time undergraduate students who will attend the University.

For continuing students, this deposit must be paid to the University Cashier prior to pre-registration and is a prerequisite to pre-registration. Students admitted through the Admissions Office (either new or former) shall send the deposit to the Director of Admissions by May 1. This deposit is credited to the payment of the first semester.

SINGLE ROOMS IN RESIDENCE HALLS

Occasionally there are some vacant spaces in the residence halls which will permit a normal double room to be occupied as a single room. When

EXPENSES

this occurs, and when a student applies for a single room, the room rent will be 50% more than the regular rate for a student in a double room.

TELEPHONE SERVICE

Students who are assigned to a double occupancy room with a private telephone will pay \$17 each per semester for telephone service. This charge covers only local service; toll charges are billed monthly directly to the student by the telephone company. The telephone charge should be added to the tuition and fee payments stated in "Schedule of Payments."

LAUNDRY SERVICE

All students who live on campus are required to pay the laundry fee. The female student rate is \$54; the male student rate is \$80. Students who live off campus may take their laundry to the University Laundry and pay as the service is rendered.

SCHEDULE OF PAYMENTS

The annual charges as listed above are payable in equal sums each semester in amounts and on or before dates as follows:

For Students Living on Campus:

	<i>In-State</i>	<i>Out-of-State</i>
First Semester:		
Enrollment Deposit	\$ 50.00	\$ 50.00
On Entrance		
7-day board plan	572.50	935.00
5-day board plan		
(Monday thru Friday)	537.50	900.00
Second Semester (January 8):		
7-day board plan	622.50	985.00
5-day board plan	587.50	950.00

For Students not Living on Campus:

First Semester:		
Enrollment Deposit	\$ 50.00	\$ 50.00
On Entrance	175.50	538.00
Second Semester:		
January 8	225.50	588.00

Certain advance deposits (application fee, enrollment deposit, etc.) have been required of students. If any of these were announced as *creditable*, the amount of the student's *first* payment under the schedule as listed above should be reduced in the amount of such deposits.



TUITION AND FEES

Special, Unclassified, and Part-time Students

Undergraduates

- A. Incidental Special, Unclassified, and Part-Time Students. These students are defined as follows:

1. Study represents an activity secondary to a full-time occupation.
2. Residence is off campus (unless by special advance arrangements).
3. No more than seven semester hours are scheduled.

Such students will pay \$12.00 per credit hour of instruction (\$51.00 for out-of-state students), plus a registration fee of \$5 per semester regardless of the number of hours scheduled. Incidental students are exempt from the activities fee.

- B. Regular Special and Unclassified Students and Part-time Degree Candidates.

These students are defined as follows:

1. Those for whom study is the primary activity.
2. More than seven hours are scheduled.

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<i>Credit Hours</i>	<i>Academic Activities Fees Fees*</i>	<i>Tuition</i>		<i>Total Fees</i>	
				<i>In-State</i>	<i>Out-of- State</i>
8	\$32.00	\$27.00	\$ 96.00	\$408.00	\$155.00
9	36.00	27.00	108.00	459.00	171.00
Over 9	Same as for full-time undergraduates				

All students who reside on campus are required to pay the full student activities fees and the health service fee in addition to room, board, and laundry charges.

SPECIAL FEES

Late Registration: All students who register for classes after the regularly scheduled dates have passed will be charged a late registration fee of \$5. This fee is payable upon completion of registration.

Audits: Regular students may audit a course upon the written approval of the instructor and the faculty adviser, and they must register officially for the course. Attendance, preparation, and participation in the classroom discussion and laboratory exercises shall be at the discretion of the instructor. An undergraduate student paying *full* tuition and fees may audit one course per semester without additional fee. An undergraduate student paying part tuition and fees may not audit more than two courses per semester, paying same tuition charges as credit courses. These fees are payable in full at the time such courses are scheduled.

Applied Music: Undergraduate *music majors* will pay, in addition to regular tuition and fees, an additional fee of \$45 per semester to compensate for private and class instruction in applied music. *Nonmusic majors* will pay \$30 per credit hour for private applied study. Class applied study, when assigned, will be \$15 per credit hour. *Graduate music majors* may elect to be assessed under either category.

Music Practice Fees and Instrument Rentals: Special fees are charged for use of practice rooms and/or instruments. A schedule of such fees may be secured from the School of Music. The appropriate charge for each student is determined by the School of Music and is payable at the time of registration.

Laboratory Breakage: The standard academic fees charged all students include the use of laboratory facilities. Students are required, however, to pay for any equipment *broken or lost*. A laboratory breakage deposit of \$5 is required. The amount due is determined by the several departments after periodic inspections and inventories. Any unused portion of the breakage deposit will be refunded at the end of the academic year.

*This fee includes the use of the Student Union, the Recreation Center, the swimming pool, and admission to intercollegiate athletic events. It does not include the student activities fee for campus organizations or the lecture-entertainment series. A fee of \$5 per semester entitles either a regular or incidental student to admission to the lecture-entertainment series, University Theatre, and movies.

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Special Medical Service Charges: While the Health Service fee covers ordinary medical services in the University Infirmary, X-rays, certain special medications, *i.e.*, antibiotics, etc., are provided at minimal cost upon the recommendation of the University Physician. Such fees are determined by the University Physician and are payable upon receipt of a statement from the Cashier. Nonresident students confined to the University Infirmary will be charged \$1.50 per day for meal service.

Students who do not qualify to pay the health service fee will be treated at the University Infirmary only in cases of emergency. Standard medical charges will be made for any services rendered.

Course Fees: Certain courses have special course fees to cover materials and other costs. Course fees are listed in the Courses of Instruction section of this bulletin. In applicable cases, these fees will be billed after registration. They will be payable immediately upon receipt of a statement.

Graduation Fee: For degree candidates, a fee of \$10, covering rental of cap and gown and cost of diploma, is payable during the semester in which the requirements for a degree are to be completed. No reduction of the fee is allowed for those receiving degrees in absentia.

OTHER EXPENSES

The foregoing statements cover essentially all of the charges to be paid to the University Cashier. In order that students and parents may develop reasonably accurate budgets, a few other expenses are listed.

Books and Supplies: These are to be paid for as purchased, either from the University Book Store or other available suppliers. The cost varies in accordance with the courses of study, but generally runs \$75-\$125 per year.

Dormitory Furnishings: Students furnish their own pillows, pillow cases, sheets, blankets, bedspreads, and towels; and room accessories, such as study lamps, draperies, scatter rugs, wastebaskets, etc.

Uniforms: All students are required to purchase an approved gymnasium outfit. These outfits are available at the University Book Store. The cost ranges from \$13 to \$24. Many laboratory courses require special aprons. Smocks or coveralls are often required in art classes. A number of self-help jobs require special uniforms. Unless the student has advance information as to *exactly* what is required, it is preferable to purchase these items after arrival.

Nursing Majors: Students who are majoring in nursing will be required to purchase uniforms in the spring semester of the sophomore year. The estimated cost is \$125.00. Junior and senior nursing students will also be required to furnish the University evidence that they have secured liability insurance in the amount of \$15,000 covering their actions as student nurses

EXPENSES

while getting their practical experience. If the student desires to obtain the coverage through the School of Nursing, it will be available at a cost of approximately \$5.00 per year.

Students enrolled in the Practicum in Nursing I, II, III, IV, are individually responsible for their own transportation to and from the community agencies used for practicum experiences.

Dry Cleaning: The University Laundry handles *wash goods only*, the cost of such services being included in the laundry fee. Woolens and other articles requiring dry cleaning must be sent out to local establishments.

REFUND POLICY FOR STUDENT FEES AND CHARGES

If a situation arises in which the University Administration considers that equity would best be served by cancelling a registration, it will do so and all charges will be refundable.

If a fee is designated as being attached to a specific service (such as an application fee or registration fee), no part of the fee is refundable if the service has been rendered.

For Students Who Have Completed Registration

Tuition and Fees:

During the first two weeks of a semester's classes, charges are refundable except for 10% of these charges, plus the registration fee of \$5.

After the first two weeks of classes, charges are not refundable.

Exceptions: Charges are refundable by Administrative action on a pro rata basis for the unexpired portion of the term for: death of student, student being drafted, withdrawal for adequate medical reason, death in the immediate family which necessitates student withdrawing, and dismissal or suspension from school.

Charges are refundable pro rata based on the unexpired portion of the term if authorized by the Refund Committee.

Room, Board and Laundry:

Room rent is not refundable. If a student qualifies for an exception as stated above, room rent is refundable except for \$25, plus pro rata part of the remaining charge based on the expired portion of the term. Where applicable, telephone service charges will be considered as a part of room rent for refund consideration.

Board and laundry are refundable except for a pro rata charge based on the expired portion of the term.

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For Students Who Have Not Completed Registration

Deposits (such as enrollment deposit) are fully refundable if requested in writing by June 30 but not refundable on or after July 1.

Exception: Deposits are fully refundable by Administrative action at any time for: death of student, student being drafted, health reasons as certified by the University Infirmary, and death in the immediate family which prevents enrollment.

Deposits are refundable if authorized by the Refund Committee.

Refund Committee

The Refund Committee will hear appeals from any student who wishes to be heard. It will have referred to it by Administrative action any unusual requests for refunds which the regulations above do not appear to cover or where there appear to be extenuating circumstances.

The Refund Committee normally will not grant a refund if a student withdraws for personal reasons, for failing, or where a student decides to go to some other school. (Going to another campus of the University of North Carolina is the same as going to another school, since each campus is administered separately for financial purposes.)

TUITION AND FEES—GRADUATE STUDENTS

See the Graduate School Catalog.





PART III

Financial Aid

III. FINANCIAL AID

The University of North Carolina at Greensboro makes every effort within the limitations of its available financial aid resources to assure that no qualified student will be denied the opportunity to attend the University because of a lack of adequate funds to meet expenses. Financial assistance is available in a variety of forms to help students who meet academic and financial need criteria for eligibility. Scholarships, loans, grants, and employment may be used singly or in combination to meet a student's total financial need.

Financial aid is awarded on the bases of a demonstrated need for financial assistance, academic achievement and potential for success on the University level, and evidence of good citizenship. The purpose of financial aid is to supplement the resources of the student, and the primary responsibility for meeting University expenses resides with the student and his family. The financial need of a student is determined by the resources available to him in relation to University expenses.

Students in need of financial assistance to meet their expenses at the University should write to the Student Aid Office at the University to request information and application forms. The University participates in the College Scholarship Service of the College Entrance Examination Board, and the parents or guardian of a financial aid applicant are expected to complete and submit the Parents' Confidential Statement to the College Scholarship Service, with the request that a copy of the statement be sent to the University of North Carolina at Greensboro. An analysis of the financial information provided on the Parents' Confidential Statement makes it possible for the University to evaluate the financial need of an aid applicant and to award its limited funds to those students who without such help would not be able to attend the University.

Financial aid applicants are encouraged to complete and return the University's Application for Financial Aid no later than February 1 preceding the academic year for which aid is requested. The Parents' Confidential Statement should be forwarded by the applicant's parents or guardian to the College Scholarship Service at least three weeks prior to February 1.

Completion of the University's Application for Financial Aid and the supporting Parents' Confidential Statement will enable a student to receive consideration for all financial aid offered by the University, with the exception of competitive awards which may require a special application form or a special nomination process. A student may refer to the following lists of scholarships, awards, and loans for information about the specific financial aid funds available to qualified students at the University.

SCHOLARSHIPS AND AWARDS

The following are arranged alphabetically by the key word in the name of the fellowship or scholarship.

FINANCIAL AID

THE ALAMANCE-CASWELL MEDICAL AUXILIARY SCHOLARSHIP. This scholarship was established by the Alamance-Caswell Medical Auxiliary to aid students in health careers. Preference is given to qualified students from Alamance and Caswell counties.

ALUMNI SCHOLARSHIPS. The Alumni Association of the University through its Alumni Annual Giving Program has established seven scholarships valued at \$750 each for incoming freshmen. These Scholarships will be awarded for one year only with the understanding that they will be renewed subject to the scholar's performance and conduct being satisfactory to the Alumni Scholars Committee. Alumni Scholars will be selected by the Alumni Scholars Committee on the basis of academic standing, intellectual promise, character, leadership ability, financial need, and demonstrated ambition. A special application form is required, and inquiries should be addressed to the Alumni Office, University of North Carolina at Greensboro.

AMERICAN BUSINESS WOMEN'S ASSOCIATION SCHOLARSHIP FUND. The Greensboro Chapters of the American Business Women's Association—Greensboro Charter Chapter, Lou-Celia Chapter, Cardinal Chapter, and Old North State Chapter—established the ABWA Scholarship Fund on March 14, 1963. The earnings from this fund will be used to provide scholarships for deserving women desiring to better themselves through education. The amount of the scholarship awards and the selection of the recipients will be determined by the Scholarship Committee of the University working with the educational chairmen of the chapters involved.

THE KRISTIN ANDERSON SCHOLARSHIP. The parents of Miss Kristin Anderson, a member of the class of 1965, established a scholarship in memory of their daughter who was killed in an airplane crash in 1969. The scholarship is awarded to a student who is majoring in interior design in the School of Home Economics.

THE STELLA WILLIAMS ANDERSON SCHOLARSHIP IN HOME ECONOMICS. Mrs. Stella Williams Anderson, class of 1923, has established two scholarships valued at \$250 each for undergraduate students majoring in home economics.

ANGELS OF THE THEATRE OF THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO. Five awards of \$350 each are made annually by the Department of Drama-Speech to outstanding upperclassman drama-speech majors who serve as undergraduate assistants to the directors of the Theatre in the areas of business management, scenery, lighting, costuming. The Angels of the Theatre of the University of North Carolina at Greensboro are a group of faculty members and citizens who are interested in furthering the cultural life of the University and community by supporting the program of the Theatre.

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THE WINFIELD S. BARNEY AWARD. In 1956 the colleagues, friends, and former students of Dr. W. S. Barney, chairman of the Department of Romance Languages, established this fund in his memory. The income from it is used for an award to the senior student of romance languages who has the highest academic average.

THE BORDEN HOME ECONOMICS SCHOLARSHIP AWARD. The Borden Company Foundation, Incorporated, New York City, established at the University an annual scholarship award in the amount of \$300. All senior students majoring in home economics who have included in their curricula two or more courses in food and nutrition shall be eligible for the award. A student will be selected from those eligible on the basis of highest scholastic achievement prior to the senior year.

THE AUBREY LEE BROOKS SCHOLARSHIPS. An endowment fund of approximately \$1,000,000 was established in 1955 by Mr. Aubrey Lee Brooks of Greensboro to promote the education of deserving youth by providing scholarships at the University of North Carolina at Chapel Hill, the North Carolina State University at Raleigh, and the University of North Carolina at Greensboro, to high school graduates selected by the Trustees of the Aubrey Lee Brooks Foundation. Applicants for these scholarships shall be residents of Surry, Stokes, Rockingham, Caswell, Person, Granville, Alamance, Orange, Durham, Guilford, and Forsyth counties. Applications may be secured from high school principals in the counties named. The scholarships are currently valued at approximately \$700 for each year.

THE HENNIE BYNUM FUND. The late Judge John Gray Bynum bequeathed to the University \$1,000, the income from which is used to aid young women from the Presbyterian Church of Morganton, North Carolina.

THE BESS SCOTT CAUSEY SCHOLARSHIP. Mrs. Nancy Scott Causey Dawson, Class of 1940, established on October 15, 1965, The Bess Scott Causey Scholarship as a memorial to her mother. It will be awarded each year to an outstanding student majoring in creative writing who is entering her senior year.

CLASS OF 1965 SCHOLARSHIP. The income from a fund established by the Class of 1965 will be given each year to a rising junior who has financial need.

THE CLASS OF 1966 SCHOLARSHIP. This fund was established by the Class of 1966 in memory of Dr. Helen Bedon, Dr. John Bridgers, Jr., and Mr. Randall Jarrell. The income from this fund is to be given to students on the basis of financial need.

THE MARY CHANNING COLEMAN MEMORIAL FUND. This fund is established by the staff and the graduates of the Department of Physical Education in memory of Miss Mary Channing Coleman, who was head of the department from 1920 until her death in 1947. The fund offers a scholarship

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for graduate work in health, physical education, and recreation. The scholarship is awarded to a senior candidate for the degree of Bachelor of Science in Physical Education. If there is no member of the graduating class who meets the conditions of the scholarship committee, the committee shall have the right to award the scholarship to a student who has completed her undergraduate professional education at the University within the preceding five years.

BARBARA AND HERMAN CONE, JR., SCHOLARSHIPS. Mr. and Mrs. Herman Cone, Jr., established The Barbara and Herman Cone, Jr., Scholarships in January 1967. An award will be made each year to a freshman student majoring in music. The value of this scholarship is \$300, renewable each year so long as the student maintains satisfactory scholastic and musical progress. For information write the Dean of the School of Music. Deadline for application is February 1.

MOSES CONE HOSPITAL SCHOLARSHIP-LOAN FUND. This fund was established in 1960 by The Moses H. Cone Memorial Hospital. It provides scholarship-loans of up to \$400 annually to deserving students in nursing. Awards are based on financial need, character, and academic standing.

Cancellation of the Loan: The full amount of each scholarship-loan, including interest, will be canceled for each year of employment immediately following graduation as a full-time nurse at Moses Cone Hospital. During this period the nurse also will receive full nursing salary.

THE WOMEN'S AUXILIARY OF MOSES CONE HOSPITAL also provides three annual scholarships of \$256 each to students in nursing selected on the basis of financial need, academic standing, and character.

THE DANFORTH SUMMER FELLOWSHIPS. The Danforth Foundation of St. Louis, Missouri, has established two annual fellowships at the University for home economics majors. Each fellowship covers the expenses of the respective award. The recipients of these fellowships are selected by the home economics faculty. One fellowship is to an outstanding junior in home economics for four weeks of study, travel, and recreation in July and August, two weeks in St. Louis and two weeks at Camp Miniwanca of the American Youth Foundation on Lake Michigan. The other fellowship is to an outstanding freshman in home economics for two weeks of study and recreation in August at Camp Miniwanca.

THE MAGGIE E. DAVIS FUND. Established by Mrs. Iva Holland in honor of her mother, Mrs. Maggie E. Davis, this fund provides assistance to students on the basis of financial need when unforeseen expenses arise.

DELTA KAPPA GAMMA GRANT-IN-AID FUND. The Greensboro Chapters of the Delta Kappa Gamma Society—Alpha, Beta, Beta Delta, and Beta Gamma—established the Delta Kappa Gamma Society Grant-in-Aid Fund on May 8, 1968, at the University of North Carolina at Greensboro. Grants

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from this fund of \$50 each will be made annually to worthy female members of the Senior Class in teacher education. The primary purpose of the grants is to help with expenses incurred in student teaching or at commencement.

THE HARRIET ELLIOTT SOCIAL SCIENCE FORUM FUND. This fund has been set up as a memorial to Dean Harriet Elliott, who was for many years a professor of political science at the University and Dean of Women for twelve years. The income from the fund will be used for the support of the annual Social Science Forum and for the establishment of scholarships or fellowships in political science.

ESCHEATS FUND. A number of scholarships are given each year to students who are residents of North Carolina, through the Escheats Fund of the consolidated University of North Carolina.

THE FACULTY SCHOLARSHIP FUND originated with the Fiftieth Anniversary gift of the faculty to the University. Under the leadership of the late Professor Helen Ingraham, the fund became a continuing faculty project. Contributions are made annually by the faculty to increase the fund. The income provides an annual award to a junior or senior on the basis of scholarship, leadership, and need.

THE LOUISE AND HERBERT FALK SCHOLARSHIP. This scholarship was established in 1960 by Mr. and Mrs. Falk. It provides an annual award of \$250 to a worthy and needy student in the Department of Art.

FIELDCREST FOUNDATION SCHOLARSHIP IN HOME ECONOMICS. The Fieldcrest Foundation established in 1969 a scholarship to be awarded to a rising senior in the School of Home Economics who is majoring in a textile-related curriculum. The award, to be made by the School of Home Economics, is valued at \$1,000.

THE HENRY A. FOSCUE INTERIOR DESIGN SCHOLARSHIP. Established by Mr. and Mrs. Henry A. Foscue of High Point, this \$300 scholarship is awarded annually to an undergraduate in the interior design program of the School of Home Economics.

JULIUS I. FOUST SCHOLARSHIP. Supported by an endowment established by Dr. and Mrs. Foust, the scholarship is awarded annually to a rising senior who plans to teach.

GREENSBORO SYMPHONY ORCHESTRA SCHOLARSHIPS. Music students at the University may compete for performing scholarships offered each year by the Greensboro Symphony Orchestra and the Symphony Guild. Recipients receive a cash award in addition to assignment as a member of the Orchestra. Inquiries should be made at the School of Music.

GREENSBORO BRANCH, GUILFORD COUNTY MEDICAL AUXILIARY SCHOLARSHIP. This fund was established in 1965 by the Greensboro Branch, Guilford County Medical Auxiliary. A scholarship covering tuition and fees is given

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to a deserving student in nursing from one of the following high schools: Page, Grimsley, Smith, Dudley, Notre Dame, Northwest, Northeast, South-east, Sedalia, Brown Summit, or Gibsonville.

THE ELIZABETH HATHAWAY SCHOLARSHIP IN HOME ECONOMICS. This fund was established in 1968 by members of the faculty of the School of Home Economics in honor of Miss Elizabeth Hathaway. An award is made each year to a student majoring in home economics.

THE KATHLEEN HAWKINS STUDENT AID FUND. Administered by the Director of Student Aid, this fund is used for students who have special emergency needs. Formerly known as the "Alumni Student Aid Fund," the Alumni Annual Giving Council changed the name to the Kathleen Hawkins Student Aid Fund in recognition of the contribution during her long tenure as Student Aid Officer and of her retirement from that position in 1967.

THE LEONARD B. HURLEY MEMORIAL SCHOLARSHIP. This memorial fund was established by friends of Dr. Leonard B. Hurley, who for thirty-nine years was a member of the University faculty and for sixteen of those years was head of the Department of English. The income from the fund will be awarded annually to a senior majoring in English.

HOME ECONOMICS STAFF SCHOLARSHIP. This award, supported by contributions from members of the staff of the School of Home Economics, is given annually to an undergraduate on the basis of scholarship and need.

THE RANDALL JARRELL WRITING SCHOLARSHIP. This scholarship was established by alumni and friends in memory of Randall Jarrell, poet, critic, and for nineteen years a member of the University faculty in the Department of English. The award will be made annually to a student on the basis of creative imagination, writing ability, and interest in writing.

THE DR. ELISABETH JASTROW SCHOLARSHIP. Friends of Dr. Elisabeth Jastrow, Professor Emeritus of art history, have established this scholarship in her honor for a worthy junior (not necessarily an art major, but one who is enrolled in a course in art history or who has been enrolled in a course in art history). Application for the scholarship may be made directly by the interested student. Faculty members have the privilege of making recommendations. Applications for the scholarship should be filed with the head of the Art Department by April 1 prior to its use in the fall.

THE JEFFERSON STANDARD SCHOLARSHIPS. These scholarships were established by Jefferson Standard Life Insurance Company in 1961. A grant of \$4,000 annually supports a maximum of four Jefferson Standard Scholars, chosen on the basis of character, scholarship, leadership, and financial need. An award of \$1,000 will be made each year to an incoming freshman woman. The scholarship is renewable subject to satisfactory performance by the scholar. The deadline for applications is February 1.

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BETTY BROWN JESTER. Alumnae and friends of Betty Brown Jester, former alumnae secretary, have established a fund in her honor. The income is given annually to a needy student.

MARY FIELDS JONES MEMORIAL SCHOLARSHIP. This scholarship, established by the alumni of Cumberland County, is given annually to a student from Cumberland County.

THE ALBERT S. KEISTER SCHOLARSHIP IN ECONOMICS. This scholarship was established by Mrs. Albert S. Keister and her daughters: Adelaide Keister Dotten '33, Mary Elizabeth Keister '34, Katherine Keister Tracy '36, Phyllis Keister Schaefer '39, Jane Keister Bolton '43, Alice Keister Condon '48, in honor of Dr. Keister who served thirty-three years as a member of the University faculty and for thirty-two of these years as head of the Department of Economics. The scholarship will be awarded annually to a rising junior or senior who is majoring in economics.

THE MRS. JOHN A. KELLENBERGER SCHOLARSHIP IN HOME ECONOMICS. Mrs. Rachel Snipes Venette of Jacksonville, N. C., a 1932 graduate, bequeathed to the University funds to establish a scholarship in honor of Mrs. John A. Kellenberger of Greensboro. The income from this bequest is to be awarded annually to a needy student who is from Johnston or Onslow Counties and who is a home economics major.

THE ROXIE ARMFIELD KING SCHOLARSHIPS. The Roxie Armfield King Scholarships are made possible through the generosity of the late Mrs. Roxie Armfield King, a long-time resident of Guilford County. Mrs. King bequeathed to the University of North Carolina at Greensboro a substantial sum, the income from which is used for the purpose of giving encouragement and financial assistance to worthy students who are residents of North Carolina.

THE ETHEL STEWART KISER SCHOLARSHIP. This fund was established in 1968 by the friends and family of Ethel Stewart Kiser. An award is made every four years to a deserving needy student who is interested in pursuing a four-year course in the School of Nursing at the University of North Carolina at Greensboro. Preference is given to young women from Harnett County. The fund provides a grant of \$200 per year for four years.

THE VERA LARGENT SCHOLARSHIP IN HISTORY. Established by a bequest of the late Miss Vera Ione Largent, Professor Emeritus of History, this grant is to be awarded to a rising senior history major to be selected by a committee composed of the head of the Department of History and two other senior members of the Department. Friends and former students of Miss Largent, including the Class of 1944, have also contributed to this fund.

THE SPENCER LOVE SCHOLARSHIPS IN FINE ARTS. The Martha and Spencer Love Foundation established the Spencer Love Scholarships in Fine

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Arts which will be awarded to four incoming freshmen each year. The scholarships, for students in art, drama, and music, are valued at \$500 and will be renewable provided the scholastic record and conduct of the scholar are satisfactory to the Spencer Love Scholarship Committee. Requests for information concerning these scholarships should be addressed to the Spencer Love Scholarship Committee, University of North Carolina at Greensboro. Deadline for applications is February 1.

THE MRS. CHARLES D. MCIVER MEMORIAL SCHOLARSHIP FUND. This fund was established from a legacy of the late Dr. Anna M. Gove. The income from the \$5,000 gift is awarded "every other year as a scholarship to some capable, well-trained and upright junior or senior who is planning to study for and secure the degree of Doctor of Medicine."

THE MENDENHALL SCHOLARSHIP FUND. Miss Gertrude Whittier Mendenhall, head of the Department of Mathematics from the founding of the University until her death in 1926, left a fund of \$2,091.41 to endow a scholarship to be named in honor of her aunt, Judith J. Mendenhall. The will provides that a faculty committee award the scholarship annually to a deserving student "who has made good records in preparatory and freshman mathematics and who desires to do higher work in mathematics and allied sciences."

THE JAMES G. K. MCCLURE EDUCATIONAL AND DEVELOPMENT FUND, INC. This fund provides a limited number of scholarships to qualified freshmen from Alleghany, Ashe, Avery, Buncombe, Burke, Caldwell, Cherokee, Clay, Graham, Haywood, Henderson, Jackson, Macon, Madison, McDowell, Mitchell, Polk, Rutherford, Swain, Transylvania, Watauga, Yancey counties.

The value of each scholarship is \$500. The awards are based on the "high school record for both scholarship and leadership, evidence of Christian character, intellectual promise, demonstrated ambition, and financial need." A special application form, which may be obtained from the Student Aid Office, is required.

THE GRACE VAN DYKE MORE MEMORIAL SCHOLARSHIP. Miss Grace Van Dyke More, a member of the faculty of the School of Music for twenty-two years, bequeathed to the University an endowment of \$3,000 which has been supplemented by a gift of \$600 from Edna Williams Curl, '33 and Nita Williams Dunn, '28. The income is awarded annually to a student in music education.

THE HATTIE DEBERRY MEISENHEIMER SCHOLARSHIP FUND. The income from a trust created under the will of the late C. A. Meisenheimer is used for scholarships honoring the memory of Mrs. Meisenheimer, an alumna of the University at Greensboro.

MUSIC SCHOLARSHIPS. A number of scholarships are available to majors in the School of Music who are outstanding performing musicians. Awards are made upon the recommendation of the Dean of the School of Music.

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DOROTHY VAN DEUSEN OPDYKE. Funds for this scholarship are provided by the Southern Baptist Convention for the benefit of needy students from the mountains.

THE MOLLIE ANN PETERSON SCHOLARSHIP. Miss Mollie Ann Peterson, a former faculty member, by her will established a scholarship fund at the University of North Carolina at Greensboro to be used to provide assistance to Negro women students who are preparing to teach. The award is based upon financial need and academic promise.

PALMYRA PHARR SCHOLARSHIP FUND. Dr. Fred W. Morrison, a former member of the University faculty, established this fund in 1942 in honor of his mother, Palmyra Pharr Morrison, and has made subsequent additions to the fund. The value of the fund is \$64,404. Preference is given to residents of Rowan and Cabarrus counties.

PHI BETA KAPPA SCHOLARSHIP. The John E. Bridgers, Jr., Scholarship Award of \$100 is given by Epsilon Chapter of Phi Beta Kappa in North Carolina every year to that junior who has made the highest average in her class in her first two years at the University of North Carolina at Greensboro.

CHARLES W. PHILLIPS SCHOLARSHIP FUND. This fund was established by the Class of 1962 in honor of Charles W. Phillips who retired on July 1, 1962, after serving the University for twenty-seven years. At the time of retirement he was Director of Public Relations and Extension. The income from the fund will be awarded annually to a deserving student in need of financial assistance.

HELEN LEE PICKARD MEMORIAL FUND. This memorial scholarship has been established by friends of Helen Lee Pickard, who for many years was assistant to the business manager at the University. The income from the fund is given annually to a needy student.

THE PILOT LIFE INSURANCE SCHOLARSHIP. A single scholarship was granted by the Pilot Life Insurance Company in January, 1965. The award of \$750 made to a student on the basis of character, scholarship, leadership, and financial need is renewable for four years subject to satisfactory performance by the scholar.

PIXIE THEATRE AWARD IN DRAMA. Each year an award of \$350 is made to an outstanding upperclassman drama-speech major who is especially interested in children's theatre. The Pixie Theatre makes the award upon recommendation of the Department of Drama-Speech. The Pixie Theatre is composed of the University Theatre, the Greensboro Junior League, and the Greensboro City and Guilford County school systems, and produces a series of plays for children each year.

QUOTA CLUB OF GREENSBORO—QUOTA INTERNATIONAL, INC., SCHOLARSHIP. A \$400 scholarship, based on merit and need, is presented to a

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senior female student majoring in speech pathology and audiology. The monies should be used for tuition and fees payment. In accepting this scholarship, the student is urged to secure a position in her profession in North Carolina for a period of one year following graduation.

EUNICE KIRKPATRICK RANKIN SCHOLARSHIP. This memorial scholarship has been established by the alumni of the Atlanta chapter.

MYRTLE SPAUGH REEVES SCHOLARSHIP FUND. Mrs. Elizabeth Reeves Lyon, Class of 1938, has established the Myrtle Spough Reeves Scholarship Fund in honor of her mother. The income is used to support a scholarship awarded annually to a student registered or registering as an art major.

THE KATHARINE SMITH REYNOLDS SCHOLARSHIPS. These scholarships were established by the Zackary Smith Reynolds Foundation on November 16, 1962, as a memorial to Mrs. Katharine Smith Reynolds. Scholarships will be awarded each year to twelve incoming freshman women from North Carolina who have been nominated by their high schools. The selection will be based on scholarship ability, character, leadership, and need. The scholarships are valued at \$1,400 a year and are renewable subject to satisfactory performance by the scholars. The deadline for nominations is November 15.

SCHOLARSHIP IN SCIENCE. The Faculty Science Club offers a scholarship to a rising junior, a rising senior, or a graduating senior majoring in any department represented in the Science Club. The award is made on the basis of scholarship, personality, and financial need. The fund for the award consists of a percentage of the dues of members of the Science Club, contributions which the various student organizations in science may make, and of gifts from members of the Science Club and from others interested in science.

THE DAVID B. AND MARY UMSTEAD ROBERTS SCHOLARSHIP. Established in 1968 by bequest from Miss L. Pauline Roberts (1925), the net income from this fund is used to assist worthy girls from Mangum Township in Durham County. The amount of the award is based upon the financial need of the applicant. If no applicant from Mangum Township qualifies for the award, the fund may be used to assist other students from Durham County.

THE SCHIFFMAN SCHOLARSHIP. This award, established by the Arnold A. Schiffman, Sr., family, provides \$500 each year to a deserving student selected by the Dean of the School of Home Economics.

SEARS-ROEBUCK FOUNDATION SCHOLARSHIPS. Scholarships of \$200 are given each year to three graduates of North Carolina high schools who wish to enter the School of Home Economics. Funds for the scholarships are provided by the Sears-Roebuck Foundation. Preference is given to students from rural areas, and awards are made on the basis of need, scholastic record in high school, participation in 4-H club projects and other community activities.

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THE ANNA HOWARD SHAW SCHOLARSHIP FUND. The late Miss Lucy B. Anthony of Moylan, Pennsylvania, established this fund to keep alive the memory of Dr. Anna Howard Shaw. The scholarship is awarded annually to an outstanding student in the field of social science.

THE JUDGE H. HOYLE SINK SCHOLARSHIP. Established in 1968 by Mrs. Wilson Brown Prophet, Jr., (1944) in honor of her father, this fund provides assistance to students from rural areas whose high school records indicate potential for academic achievement. The amount of the award is based upon the student's demonstrated financial need.

MARY ELIZA SPICER SCHOLARSHIP. This award of \$500 is given annually to a freshman with interest in the romance languages. It is granted at the end of the first semester on the basis of demonstrated ability in French or Spanish, high school preparation, and need. This fund was established by Pierce T. Angell and daughter, Susan Spicer Angell, in memory of Mary Eliza Spicer Angell, Class of 1929.

THE SUSAN STOUT SCHOLARSHIP. Established by her family, her classmates, and friends, the scholarship is a memorial to Susan Stout, Class of 1958. The award is made annually to the rising senior major in physical education with the highest academic average for six semesters.

THE SIGMUND STERNBERGER SCHOLARSHIPS. These scholarships were established on January 15, 1970, by the Sigmund Strenberger Foundation Trustees in honor of Mr. Sigmund Sternberger. Mr. Sternberger was engaged in textile manufacturing in Greensboro and was a prominent civic leader. The scholarships will be awarded to residents of North Carolina with preference given to residents of Greensboro and/or Guilford County from an annual grant of \$1600. Additional information may be obtained by writing to the Student Aid Office, University of North Carolina at Greensboro.

CORNELIA STRONG MEMORIAL. Miss Cornelia Strong, a professor of mathematics at the University from 1905 until the time of her retirement in 1948, left in her will a bequest for the Department of Mathematics. This sum of money, together with gifts made in her memory by friends and relatives, has been set up as a memorial fund and is used to aid mathematics students recommended by the mathematics staff.

THE DAVID SPURGEON AND WINCY JULETTE BLACK SUMNER SCHOLARSHIP. Established by Miss Laura Sumner in memory of her parents, David S. and Wincy Juliette Black Sumner, the income from the fund is to be awarded to students from Randolph County who plan to pursue studies in the humanities. The grant is based on academic merit and financial need. It is renewable for four years if the recipient maintains satisfactory academic progress.

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W. RAYMOND TAYLOR SCHOLARSHIP IN DRAMA. An award is made each year. The fund was established in honor of W. Raymond Taylor, who was for over thirty years director of drama at the University.

THE UNITED DAUGHTERS OF THE CONFEDERACY SCHOLARSHIPS. The North Carolina Division of the United Daughters of the Confederacy offers scholarships at the University to descendants of Confederate veterans. These scholarships are worth \$175 each.



THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL each year offers a scholarship to a graduate of the University at Greensboro. Its value is \$1,000. Application is made to the Administrative Board, Graduate School, University of North Carolina at Greensboro.

UNIVERSITY STORES. Profits derived from the operation of campus stores and merchandising activities are devoted to grants-in-aid to students selected on the basis of character, citizenship, financial need, and complete compliance with all requirements of the University pertaining to admission and normal academic progress.

HENRY WEIL FELLOWSHIP FUND. The late Mrs. Henry Weil of Goldsboro, North Carolina, established in memory of her husband a fund now amounting to \$22,000 known as the Henry Weil Fellowship Fund.

- (1) The Henry Weil Fellowship shall be awarded each year to a member of the graduating class, but if there is no member of the class who meets the conditions of the award, the committee shall have the right to award the fellowship to a member of any class graduating within the preceding five years.
- (2) A committee shall be appointed by the Chancellor to assist in making the award.

THE MINA WEIL MEMORIAL SCHOLARSHIP FUND. In memory of her mother, Mrs. Mina Weil, Miss Gertrude Weil has given \$3,000 for the establishment of a scholarship in the social sciences. The income from this fund is awarded annually to a member of the junior or senior class who is majoring in a social science.

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THE MINA WEIL SCHOLARSHIP FUND. Mrs. Janet Weil Bluethenthal has established an endowment of \$6,000 in honor of her mother. The income from this fund is granted for scholarships.

MINA WEIL SCHOLARSHIP FOR FOREIGN STUDENTS. Established in 1968 by Miss Gertrude Weil, this fund is used to support an annual grant for a foreign student. The recipient is selected by the Committee on Scholarships and Student Aid.

MINA WEIL SPECIAL SCHOLARSHIP FUND. The grandchildren of Mrs. Mina Weil established this scholarship as a memorial to her. It is awarded each year to a deserving student in need of financial assistance.

THE WESLEY LONG HOSPITAL SCHOLARSHIP-LOAN FUND FOR NURSING STUDENTS. Awards are available from this fund to students interested in the Bachelor of Science Degree in Nursing at the University of North Carolina at Greensboro. These scholarship loans have a potential value of \$1,400 over a four-year period. If the borrower successfully completes the B.S.N. program, the hospital will allow credits on the loan for each full year of employment as a nurse at Wesley Long Hospital.

THE WESLEY LONG HOSPITAL SCHOLARSHIP. Awards are offered each year to two students in the School of Nursing. The awards are based upon academic merit and financial need and amount to \$250 each.

THE WINFIELD SCHOLARSHIP FUND. Miss Martha Elizabeth Winfield, for many years a professor of English in the University, left an endowment of \$3,000. The income is awarded each year as a scholarship to a needy junior or senior of promise in the Department of English.

ANNIE McIVER YOUNG SCHOLARSHIP. Mrs. Annie McIver Young, daughter of Charles Duncan McIver, bequeathed to the University the sum of \$5,000, the income from which is given annually to an earnest, needy senior.

The following alumni chapters have established scholarships for worthy students: Forsyth, Sampson, Greensboro, Wake, Columbia, S. C., Atlanta, Ga., and the Greater Washington Area.

LOAN FUNDS

Loans are based on the scholarship of the student as well as on financial need. The total amount available for any student is limited. All loans are secured by notes signed by the borrower and two guarantors. Interest at three per cent begins in June after graduation or after withdrawal from the University at Greensboro. Loan funds are listed herein alphabetically by the key word in the name of the fund.

FINANCIAL AID

Name of Fund and Donor

Alamance County Chapter of the Alumni Association
Alumni Loan and Scholarship
Sarah Atkinson; Class of 1939
Austin; gift of Miss Emily S. Austin, Class of 1901
Annette Beck; Class of 1956
Boyd; gift of Mrs. James Boyd
Belinda Brandon Memorial Loan Fund
Bryant; bequest of Victor S. Bryant
Gladys Bullock Memorial; Mrs. S. F. Bullock
Daphne Carraway Memorial; Miss Irma Carraway, Class of 1897
Class of 1925
Class of 1929
Class of 1935
Class of 1940
Judge E. B. Cline; Mrs. E. B. Cline
Laura H. Coit; faculty and student
Ida Houghton Cowan; Miss Ida H. Cowan, Class of 1902
Federation of Women's Clubs
Mollie K. Fetzer; T. J. Fetzer
Frank P. Graham; Emergency
Martha Irvin Groome Memorial; Miss Ina Lee Groome, Class of 1934
Claude Heath; Mrs. W. O. Nisbet
Home Economics Club
Lucille Horn Memorial; Alumni of Davie County
Ivey; gift of J. B. Ivey
North Carolina Association of Jewish Women
Nancy Lee Kiser Memorial; Class of 1958
Flora Patterson Lane; Mrs. Jean Lane Fonville
Bertha Marvin Lee Memorial; Miss Cornelia Strong
Elizabeth Crow Mahler; Miss Sue May Kirkland
Katharine Mavity Martin; Faculty Wives Club
Masonic Theatre Educational Fund of New Bern;
Scottish Rite Masons of Eastern North Carolina
McIver; Alumni of the College
McLean; gift of Miss Jessie McLean
Virginia Barker Moffitt Memorial;
Mr. and Mrs. J. Rankin Parks, Miss Serena Parks
Lily Conally Morehead; Mrs. Lily Mebane
Musgrove Memorial; Mrs. Jeannette Musgrove Bounds, Class of 1914
May Oettinger Memorial; Business and Professional
Women's Club of Kinston, North Carolina
Rebecca Christine Phoenix Memorial; Mr. John J. Phoenix and family
Winfield H. Rogers; Quill Club of 1947
Royal Arch and Knights Templar
Patty Spruill Memorial; Katherine D. Spruill, Commercial Class of 1931

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Lizzie Stewart; bequest of Florence Stewart, Class of 1905

Students

Mary McLean Taylor Memorial; Carrie McLean Taylor, Class of 1926

Carrie MacRae Tillett Memorial; Mrs. C. W. Tillett

Town Students

Mrs. Hazel Ervin Wheeler Memorial Loan Fund;

The Halifax County Home Demonstration Clubs

Ruth Gooding Worley; Mrs. Ruth Worley Simmons, Class of 1935

Doris Wright Memorial; citizens of Wilkes County

Pearl Wyche; bequest of Pearl Wyche, Class of 1903

NATIONAL DEFENSE STUDENT LOAN PROGRAM

The University participates in the student loan program established under the National Defense Education Act of 1958. Graduate and undergraduate students, who are in need of financial assistance to meet educational expenses, are eligible to borrow from these funds. A National Defense loan is repayable, at three per cent interest, after the borrower's graduation or separation from the University, and it is possible to cancel a portion of a National Defense loan through teaching service. Students who submit the University's Application for Financial Aid and the supporting Parents' Confidential Statement will receive consideration for assistance through the National Defense Student Loan Program.

EDUCATIONAL OPPORTUNITY GRANT PROGRAM

The Educational Opportunity Grant Program was established by Congress under the Higher Education Act of 1965. Through this program, gift assistance is made available to a limited number of undergraduate students with exceptional financial need and creative or academic promise. An Educational Opportunity Grant stipend may not exceed one-half of a student's total financial need, and the remaining half of the recipient's need is met by matching the grant with other financial aid funds. Students who submit the University's Application for Financial Aid and the supporting Parents' Confidential Statement will receive consideration for Educational Opportunity Grant awards.

STUDENT EMPLOYMENT

The University provides campus employment to a limited number of students who wish to earn a portion of their expenses through work. Job opportunities are available in the library, dining halls, laboratories, residence halls, and many departmental offices. A student interested in campus work should submit the Student Employment Application to the Student Aid Office. An effort will be made to place needy students in campus jobs suitable to their major interests, skills and abilities, and class schedules.

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COLLEGE WORK-STUDY PROGRAM

The University participates in the federally-supported College Work-Study Program through which students primarily from low-income families are given preference for campus job assignments. Work-Study employment is available on the campus on a part-time basis during the academic year and the summer, and on a full-time basis during the summer. A student interested in applying for the College Work-Study Program should submit the University's Application for Financial Aid, the supporting Parents' Confidential Statement, and the Student Employment Application.

P.A.C.E. PROGRAM

With federal allocations to the College Work-Study Program, the University is able to assign needy students to summer jobs in their home counties, through which they can earn a portion of their University expenses for the following academic year. Students certified for the P.A.C.E. Program may work on a full-time basis in eligible nonprofit, public agencies, primarily in North Carolina. A student interested in applying for work in the summer P.A.C.E. Program should submit the University's Application for Financial Aid, the supporting Parents' Confidential Statement, and the P.A.C.E. application form. (The P.A.C.E. application may be obtained by request to the Student Aid Office or from high school counselors or principals.)

GOVERNMENT GUARANTEED LOAN PROGRAM

Students may qualify for federally-insured loans from eligible lenders in their home states. Repayment normally begins after the borrower has graduated or separated from the University, and the federal government will pay the full interest rate while a borrower is in school provided his adjusted family income is under \$15,000. The Student Aid Office can provide an interested student with the name of the agency in his home state to which an inquiry should be directed.

FINANCIAL ASSISTANCE TO NORTH CAROLINA RESIDENTS

The State of North Carolina supports several programs of financial assistance to students who are residents of North Carolina. Detailed information and application forms for the following programs can be secured by writing to the agencies below.

North Carolina Medical Care Commission: The N. C. Medical Care Commission offers financial assistance to N. C. students who plan to major in health-related fields and who will agree to practice their specialties in specified areas or programs in the state. Interested students should write to the N. C. Medical Care Commission, Raleigh, N. C.

North Carolina Prospective Teachers Scholarship-Loan Program: North Carolina students who plan a teaching career in North Carolina may apply for assistance through the Prospective Teachers Scholarship-Loan Program. Scholarship-loans may be canceled by teaching one full year in North Carolina for each annual scholarship received. Information and application forms may be obtained by writing to the N. C. Department of Public Instruction, Raleigh, N. C. The deadline for application is March 1.

Vocational Rehabilitation: The State of North Carolina provides financial assistance to N. C. students who are physically handicapped and wish to secure a college education. For further information, a student should write to the N. C. Vocational Rehabilitation Division of the Department of Public Instruction, Raleigh, N. C.

North Carolina Veterans' Affairs Scholarships: The North Carolina Department of Veterans' Affairs makes scholarship assistance available to children of deceased or disabled veterans. Qualified students should write to the N. C. Department of Veterans' Affairs, Raleigh, N. C., for information.



PART IV

Admission

IV. ADMISSION

GENERAL INFORMATION

The University of North Carolina at Greensboro accepts applications for admission to two groups, namely:

Undergraduate Students—those seeking admission to this group must have graduated from an accredited secondary school or must have completed special examinations required by the Admissions Policies Committee.

Graduate Students—those seeking admission as graduate students must hold a bachelor's degree from a college or university approved by the appropriate regional accrediting association. For more detailed information, please see the Graduate School catalog.

All inquiries regarding the admission of undergraduate students should be addressed to the Director of Admissions, The University of North Carolina at Greensboro, Greensboro, N. C. Inquiries about graduate study should be addressed to the Dean of the Graduate School, The University of North Carolina at Greensboro, Greensboro, N. C.

Application may be made for admission to regular terms beginning in September and January, and to the summer sessions beginning in June and July. Early application for any term is advisable. Applications from degree and unclassified candidates for the fall semester must be submitted prior to August 15. Applications for the spring semester must be submitted prior to December 15. Special (visiting and auditing) students are not required to meet these deadlines. The University reserves the right to withhold the admission of any applicant who ranked in the lower half of his graduating class in high school, or for other cause. The University reserves the right of final decision in the assignment of rooms.

The University at Greensboro is on the approved list for the Veteran's Administration and may accept students for regular courses. For more detailed information, write the Registrar.

ADMISSION TO THE UNIVERSITY UNDERGRADUATE CURRICULA

Admission to the University undergraduate curricula will be limited to applicants who can qualify under one of the following provisions without regard to race, color, or national origin:

New Freshmen—students who meet requirements for admission to the freshman class as stated below and who have earned fewer than 24 semester hours of college credit.

Transfer Students—students who meet requirements for admission as undergraduate students and who have earned at least 24 transferable semester hours of credit in another college or university. See the paragraph below headed Admission of Transfer Students to Advanced Standing.

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Former Students—students entitled to honorable dismissal and in good standing who were previously enrolled in the undergraduate curricula at the University at Greensboro but who did not complete the previous semester at the University.

Unclassified Students—students who meet the same entrance requirements as regular students, who wish to earn college credits, and who have the approval of the dean of the school or the head of the department in which the courses are to be taken. Such students must abide by the same regulations as regular students. If at a later date an unclassified student changes to regular status, the credits earned while he was unclassified will be accepted only if he has satisfactorily completed the proper prerequisites.

Special Students—mature students who do not wish to earn college credit or work for a degree because of irregularities in qualifications or because of personal objectives. Such students who wish to audit *lecture* courses may be admitted by the Director of Admissions with the approval of the dean of the school or the head of the department in which the courses are to be taken. Special students who wish to enroll in a course in which individual instruction is given and where student participation is essential to the course must meet the same entrance requirements as regular students.

APPLICATION FEE. Undergraduate applicants for admission are required to submit an application fee of \$10 with the application form. This fee is charged to cover the cost of processing the application; therefore, it is nonrefundable for all students and is not applicable toward the first payment for students who enroll.

ENROLLMENT DEPOSIT. In order to confirm his intention to enroll, each student admitted under the regular admissions program must submit a nonrefundable deposit of \$50. Payment is to be sent directly to the Admissions Office as early as possible after the student receives notice of admission but no later than May 1 for students who are entering the following September. If the deposit is not received by May 1 or January 15 for spring semester, the student's application will be canceled.

ADMISSION BY SPECIAL EXAMINATION. The Admissions Policies Committee will review the application of a student who did not complete high school work if he presents fifteen acceptable units with no deficiencies and takes the Scholastic Aptitude Test.

EARLY DECISION PLAN. The University of North Carolina at Greensboro offers early acceptance by November 15 of the student's senior year in high school for the well qualified student who has definitely decided to enter the University at Greensboro if admitted. To be considered under the Early Decision Plan, a student must take the Scholastic Aptitude Test of the

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College Entrance Examination Board during the junior year in high school and must complete the application by October 10 of the senior year.

Requirements for admission under this plan are more selective than under the regular admissions program. Students whose applications are not accepted under the Early Decision Plan will have their applications reviewed as regular candidates. Students who are accepted under the Early Decision Plan must submit the \$50 deposit by January 20.

ADVANCED PLACEMENT PROGRAM. A student who participates in the Advanced Placement Program of the College Entrance Examination Board may have his record considered for advanced placement and/or credit at the University. He should instruct the College Entrance Examination Board to forward his credentials to the University at Greensboro upon completion of the examination in May of the senior year in high school.

ADMISSION TO THE FRESHMAN CLASS. Admission to the freshman class implies that the applicant may eventually become a candidate for a Bachelor's degree. A candidate for admission to the freshman class should submit on forms obtained from the Director of Admissions an official record of his secondary school course and recommendations from the principal as to his character and ability.

Each applicant must take the Scholastic Aptitude Test of the College Entrance Examination Board, preferably in November or December of the senior year in high school. For information about the Scholastic Aptitude Test, applicants should write to the College Entrance Examination Board, P. O. Box 592, Princeton, New Jersey. The College Entrance Examination Board makes a moderate charge for these tests. It will advise the applicants of the time and place where the tests will be given. Applicants must request the Board to send their scores on these examinations directly to the Office of Admissions at the University of North Carolina at Greensboro.

Those students who have been admitted as freshmen must take the Achievement Test in Foreign Language, and it is recommended that they take the test in English Composition. These tests, which are administered by the College Entrance Examination Board in the local high schools, are essential for proper placement in freshman courses; and in the case of foreign language, they are also used to determine the amount of foreign language required for a degree. Test results do not affect admission. It is recommended that they be taken preferably in March or May of the senior year.

The third test is optional and should, if taken, be appropriate to the student's intended major.

A recent medical report will be required. The appropriate form will be sent with the letter of admission.

An applicant for admission to the freshman class may be admitted by certificate after graduation from an accredited school, or by examination.

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He should present at least fifteen acceptable units of credit. A unit is defined here as credit given for a course taken in secondary school which meets for one period daily during the entire school year. For admission to candidacy for any Bachelor's degree, the student must present eleven and one-half of the fifteen units in the following subjects:

English	4
Foreign language (no credit recognized if less than two years in one foreign language is offered)	2
Mathematics (algebra 1½, geometry 1)	2½
Social science (history 1, elective in history, economics, sociology, or civics 1)	2
Science	1

(For the Bachelor of Arts in Music or the Bachelor of Music degree, entrance units in music should be established. An audition is part of the admissions procedure. Students are asked to write the School of Music for information. Auditions are scheduled in November, February, and April.)

The remainder of the fifteen units may include additional study in any of the courses above and also from the following: art, Bible, music, biology, chemistry, general science, physics, foreign language, solid geometry, plane trigonometry, geography, speech, home economics, commercial arithmetic, shorthand, typewriting, bookkeeping. Not more than 3 units in vocational subjects (*i.e.*, shorthand, typewriting, bookkeeping, home economics) taken in secondary school may be included in the 15 units required for admission to the University. Entrance credit will not be granted for subjects carrying less than one-half unit.

Students who have not completed some of the prescribed units but who are otherwise qualified for admission may submit their credentials and will be given special consideration if their records warrant.

Every effort should be made to remove entrance deficiencies during the summer before entering college. Students are usually required to remove these deficiencies as a condition of admission. However, if students are allowed to enroll at the University with deficiencies, these deficiencies must be removed before the student can be classified a sophomore.

ADMISSION OF TRANSFER STUDENTS TO ADVANCED STANDING. A student transferring to this institution from another college or university must fulfill the requirements for admission to the freshman class. Scores on the Scholastic Aptitude Test are required if the student has fewer than 24 semester hours that will transfer to the University. An official transcript from the secondary school and from each college previously attended showing honorable dismissal must be presented. Recommendations should be sent from each institution previously attended. A catalog of the institution from which he transfers, marked to indicate the courses taken, should accompany the application. (Applicants may be

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asked to take special tests as a condition of admission.) Application forms and official transcripts should be filed with the Director of Admissions before April 1 for those seeking to enter the fall semester and before December 15 for those seeking to enter the spring semester.

Transfer students who enter the University after attendance at junior colleges will receive transfer credit for no more than 64 semester hours plus two semester hours of physical education.

Applicants from nonaccredited institutions (see "Transfer Credit," page 109) must meet the requirements in effect for admission to the freshman class, including a satisfactory high school record and scores on the Scholastic Aptitude Test, as well as meeting the *C* average requirement for transfers explained below.

An average of at least *C* in all previous college work attempted and in transferable courses is required for admission to advanced standing. A course passed with the lowest passing grade at another institution does not give hours credit toward graduation, but may be used to satisfy a subject requirement of the University. The quality as well as the quantity of the student's previous college work will receive consideration when credit to be allowed is determined. Should the student's work during the first year at the University prove unsatisfactory, the amount of transfer credit allowed may be reduced.

ADMISSION OF FORMER STUDENTS. Students entitled to honorable dismissal and in good standing who were previously enrolled in the undergraduate curricula but who did not complete the previous semester should apply for readmission to the Director of Admissions. If such students have earned credits at another college or university since last attending the University at Greensboro, they must submit an official transcript of credit from that institution before they can be readmitted.

HOUSING

The University reserves the right to approve the housing of all students whether they live on or off the campus. The administration is authorized to establish minimum standards of health, safety, and general welfare in regard to housing and to require that students maintain their residence in quarters which comply with these standards. The University houses students without regard to race, creed, or national origin.

Every student is required to keep on file in the appropriate office the complete and correct address of his place of residence, both home and local.

THE SUMMER SESSION

The Summer Session at the University of North Carolina at Greensboro consists of two six-week terms with some short term courses scheduled within the full terms.



The Summer Session offers those courses normally available in all schools and departments during the fall and spring semesters. In addition certain special courses, workshops, institutes which enrich the study opportunities are available.

The Summer Session program is designed to meet the needs of the following: (1) undergraduate and graduate students in degree programs at this institution, (2) high school graduates who are incoming freshmen, (3) public school teachers and administrators who wish to complete state certification requirements, (4) visiting students who wish to complete credits for transfer to their "home" institutions, (5) other students who meet general admission requirements but whose objectives are not necessarily degree oriented.

All persons wishing to enroll in the Summer Session must apply to the Director of the Summer Session. Graduate students who have not been previously admitted to the Graduate School should make application for admission to the Graduate School as well as applying to the Summer Session for summer enrollment.

Summer Session bulletins and information are available from the Summer Session Office, 208 Administration Building, University of North Carolina at Greensboro.

EXTENSION COURSES, WORKSHOPS, INSTITUTES, AND SPECIAL ACTIVITIES

The University of North Carolina at Greensboro desires to render aid to teachers in service by arranging for courses for credit toward a degree or certificate and to offer to them and to other citizens of the state cultural and professional courses. The State does not provide this service except as it may be self-supporting, but afternoon or evening courses can be arranged at a minimum cost to persons on or off the campus. Television courses are also offered for credit. Lecture series and individual lectures by members of the faculty can be arranged. For graduate students who register for extension work, up to 6 semester hours of graduate credit may be counted toward the Master's degree.

A series of conferences, usually concentrated in the summer, are held on the campus. These conferences are planned as a service to the state. Inquiries about the program of the Extension Division should be addressed to the Director of Extension, The University of North Carolina at Greensboro, Greensboro, N. C.

CENTER FOR CONTINUING EDUCATION FOR WOMEN

The Center for Continuing Education for Women is a guidance service for mature women who wish to begin, resume, enrich, supplement, or utilize their higher education after an interruption. Counseling, testing, employment and volunteer information, and other assistance are provided individually and through group projects. Special noncredit courses, workshops and seminars are sponsored occasionally through the Extension Division.

GRADUATE SCHOOL

JOHN W. KENNEDY, *Dean*

The Graduate School is one of the three graduate schools in the consolidated University of North Carolina with campuses located at Greensboro, Chapel Hill, and Raleigh. Each school is administered by its Graduate Dean and Graduate Administrative Board. A limited graduate program is also offered at the University of North Carolina at Charlotte. The Vice President for Academic Affairs is the administrative officer of the consolidated University who has responsibility for the development of policy in all graduate schools at each of the three units of the University system. This policy is developed through the Graduate Executive Council composed of the Vice President as chairman and representatives from the three administrative boards.

MASTER'S DEGREES

Qualified applicants may enroll in graduate curricula leading to the degree of Master of Arts, Master of Arts in Education, Master of Arts in Teaching, Master of Education, Master of Fine Arts, Master of Music,

ADMISSION

Master of Science, Master of Science in Business Education, Master of Science in Business Administration, Master of Science in Home Economics, or Master of Science in Physical Education.

DOCTOR OF EDUCATION DEGREE

Qualified applicants may enroll in graduate curricula leading to the degree of Doctor of Education in education (guidance and counseling, educational administration, or curriculum and teaching), music education, or physical education.

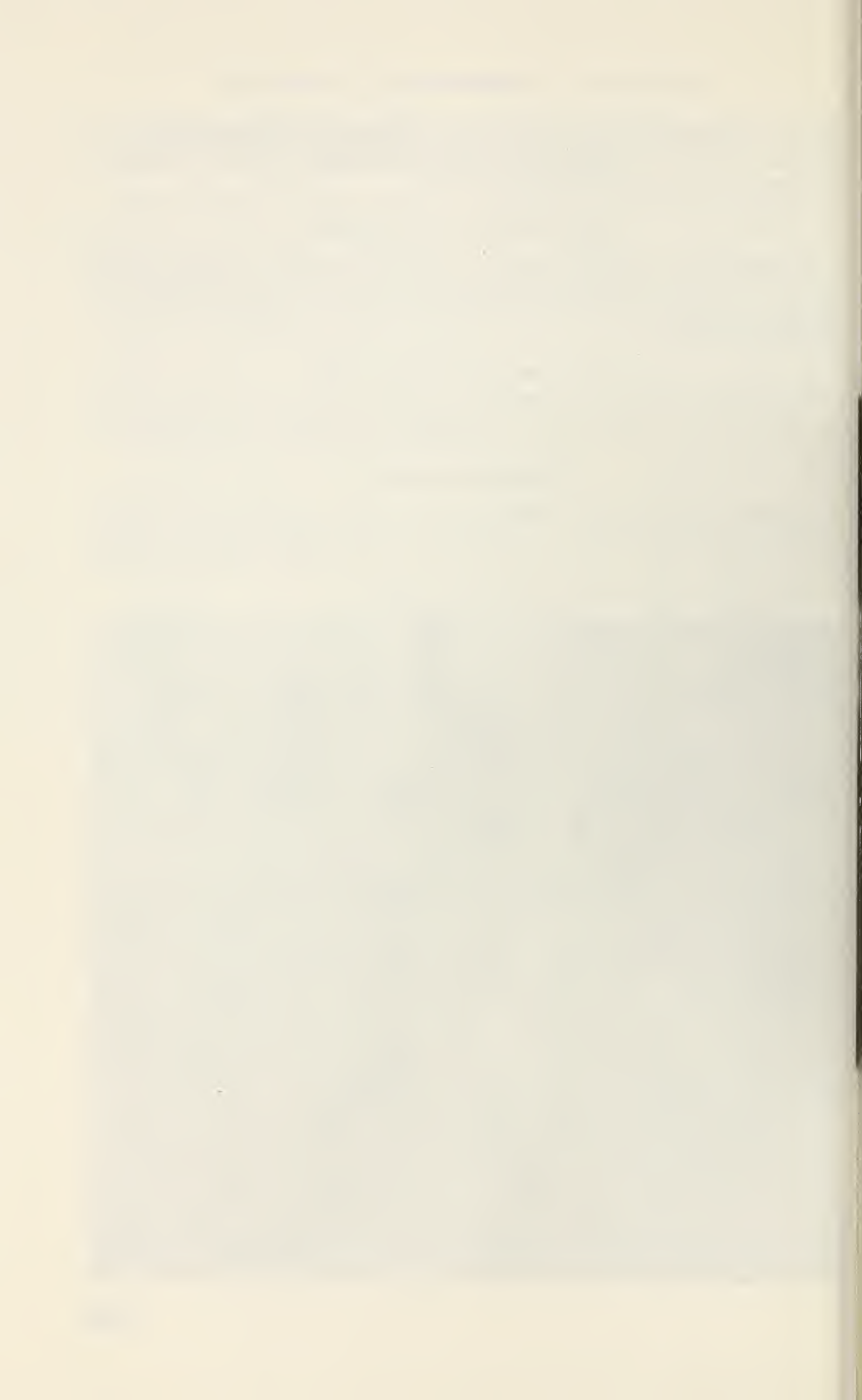
DOCTOR OF PHILOSOPHY DEGREE

Qualified applicants may enroll in graduate curricula leading to the degree of Doctor of Philosophy in English, home economics, or psychology.

GRADUATE CATALOG

Students interested in graduate study should consult the Graduate School Catalog which will be sent to them upon request. Inquiries should be addressed to: Dean of the Graduate School, University of North Carolina at Greensboro, Greensboro, North Carolina 27412.







PART V

Degrees

V. DEGREES

GENERAL INFORMATION

The University of North Carolina at Greensboro is a member of the Southern Association of Colleges and Secondary Schools, the Association of American Colleges, the American Council on Education, American Association of Colleges for Teacher Education, the North Carolina College Conference, and the National Commission of Accrediting. Its graduates are eligible to membership in the American Association of University Women.

The University confers nine undergraduate degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Music, Bachelor of Science in Home Economics, Bachelor of Science in Physical Education, Bachelor of Science in Secretarial Administration, Bachelor of Fine Arts, Bachelor of Science in Medical Technology, and Bachelor of Science in Nursing.

Certain curricula of the Graduate School of the University are offered. These curricula are in the fields of Art, Biology, Business Administration, Business Education, Chemistry, Drama and Speech, Economics, Education, English, French, Health, History, Home Economics, Mathematics, Music, Physical Education, Physics, Psychology, Spanish, and Fine Arts.

The minimum quality point ratio (see p. 113) required of all Bachelor's degrees is 2.0. The two years of required physical education are not included in this computation.

A student who qualifies may do honors work (see p. 97).

Courses primarily for freshmen are designated as Grade I, numbered 100-199; those primarily for sophomores as Grade II, 200-299; those primarily for juniors and seniors as Grade III, 300-399. Grade IV, 400-499, indicates courses primarily for seniors. Grade V, 500-599, includes courses open to advanced undergraduate and graduate students; courses numbered 600-749 are open only to graduate students; courses numbered 750-799 are open to doctoral candidates only.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS

The minimum requirement for the degree of Bachelor of Arts is the completion of 122 semester hours with a 2.0 quality point ratio (see p. 113). The hours required must include the following:

REQUIREMENTS FOR BACHELOR'S DEGREE

<i>Courses</i>	<i>S.H.</i>
English 101, 102 ¹	0- 6
Humanities	12
History 101-102 ¹	0- 6
Social science (above Grade I)	6
Foreign language	6-18
Natural science and mathematics	12-14
Physical education	2
Major subject above Grade I	24-36
Electives and other nonmajor requirements including teacher certificate	20-62
	122

These requirements are subject to the following restrictions:

Foreign Language:

The languages which meet this requirement are French, German, Greek, Italian, Latin, Russian, and Spanish. The following criteria will be employed in determining the number of hours required:

High School language confirmed by examination	<i>S.H.</i>
1. Less than 2 years	18
2. 2 to 3 years	12
3. 4 years (if language offered is continued)	6

Humanities:

The humanities required may be met by the following:

- A. English 211 3 hours
- B. English 202 or 212 or 252² 3 hours
- C. Six hours from the following 6 hours
 (At least three hours credit must be taken from approved
 humanities electives in art, drama, music, dance, or
 philosophy.)
 Art 105, 303, 304, 305, 306, 334
 Classical Civilization 111, 335, 336, 397, 398
 Drama 121, 533, 534, 581, 582
 English 105, 201, 202, 212, 251, 252, 337, 338, 339, 340, 342,
 343, 344, 345, 346, 357, 358, 359, 360, 371, 536, 541, 550,
 555, 556, 582
 French 207, 208, 313, 327, 330, 331, 333, 340, 545, 558, 568,
 573
 German 205, 206, 317-318, 321, 322, 325, 326, 327, 328, 332,
 345, 346, 401

¹For exceptionally well qualified students, this requirement can be waived by examination.

²In exceptional cases students may be permitted to take English 251 in place of English 252, and English 201 in place of English 202.

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Greek 201-202, 203-204, 325, 326, 401, 402, 403, 404
History 215, 216, 337, 355, 356, 549, 550, 554, 555, 561, 568,
569, 570, 571, 572
Home Economics 504, 514, 536
Latin 103-104, 201-202, 301, 302, 303, 326, 333, 402
Music 141, 331, 332, 341, 342
Philosophy 111, 221, 231, 232, 321, 322, 323, 348
Physical Education 354, 522, 523
Spanish 207, 208, 321, 324, 326, 329, 334, 510, 515, 520, 525

No student may meet the Humanities "C" requirement by work in his major field. Courses taken as part of the Foreign Language requirement cannot also be counted as part of the Humanities requirement. A course taken to meet the Humanities "B" requirement cannot also be counted as part of the Humanities "C" requirement.

Natural Science and Mathematics:

The following combinations of courses will meet this requirement:

*If first year science or
mathematics was:*

Second year must be:

Biology	Chemistry, mathematics, or physics
Chemistry	Biology, Geography 211, 212, mathematics, Psychology 211-212
Mathematics	Biology, chemistry, or physics
Physics	Biology, Geography 211, 212, mathematics, Psychology 211-212

No student may offer geography in partial fulfillment of both the Natural Science and the Social Science requirement.

Social Science Above Grade I:

The 6 hours above Grade I may be taken in history, political science, economics, sociology, anthropology, or geography. No student may offer geography in partial fulfillment of both the Social Science and the Natural Science requirement. (See page 91 for Social Science requirement for teacher certification.)

Major Subject:

The departmental major is composed of a sequence of courses within one department. The following subjects offer an opportunity for a departmental major: anthropology, art, biology, chemistry, drama-speech,¹ economics and business administration, English, French, geography, German, Greek, history, Latin, mathematics, music, philosophy, physics, political science,² psychology, Spanish, and sociology.³

¹A student majoring in drama-speech may take up to 6 hours of speech in addition to the 36 hours in drama above grade 1.

²A student majoring in political science or history cannot have more than a total of 42 hours of work in history and political science, beyond the required freshman history, count toward graduation.

³Majors may take a maximum of 42 semester hours in sociology and anthropology combined in courses above grade 1.

REQUIREMENTS FOR BACHELOR'S DEGREE

A student must take not less than 24 nor more than 36 hours of courses above Grade I in the major subject, except that whenever, during his freshman year, the student takes courses above Grade I in lieu of Grade I courses in his major subject the maximum number of hours in that subject accepted toward graduation will be increased by the number of hours so taken. The student should consult the dean or department head for specific course requirements in his major subject.

Three interdepartmental majors are available: elementary education, early childhood education, recreation.

Electives:

Electives open to *freshmen*: Art 105, 190; Astronomy 209; Classical Civilization 111; Drama-Speech 111, 121; Economics 101; English 105; Geography 101; Health 101; History 105, 106; Music 141; Philosophy 111; Sociology 101.

Upper-class electives may be chosen from the various subject matter fields outside the major field.

Applied music may be taken for elective credit by any student provided the music faculty grants permission after an entrance test performance. Freshmen may take no more than 4 hours of applied music.

FRESHMAN-SOPHOMORE REQUIREMENTS

Freshman and sophomore requirements for the BA must ordinarily be taken in the freshman and sophomore years. A student who has not completed freshman requirements at the end of the freshman year or sophomore requirements at the end of the sophomore year may be placed on summer school probation to complete these deficiencies before entering the sophomore or junior year.

Freshmen are expected to register for the following courses:

<i>Courses</i>	<i>S.H.</i>
English 101, 102 ¹	0-6
History 101-102 ¹	0-6
Foreign language	6
Biology 101-102; Chemistry 111-112 or 114; Mathematics 110, 112, or 121, 220; or Physics 101-102	6-8
Electives	6
Physical education	1

Freshman planning to teach should elect Health 101.

Some exceptions to these requirements follow:

Those students preparing to be medical laboratory technologists are advised to take biology and chemistry in the freshman year and two science courses in the sophomore year.

¹For exceptionally well qualified students, this requirement can be waived by examination.

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Students who plan to major in biology, chemistry, or physics or who are anticipating medicine are strongly urged to take a science and mathematics or two laboratory sciences in the freshman year.

Students who plan to major in mathematics and who wish to secure a certificate to teach general science also are advised to choose both mathematics and a science in the freshman year.

Sophomores are expected to register for the following courses:

<i>Courses</i>	<i>S.H.</i>
Humanities	6-12
Foreign language (continuation of freshman language) see page 69	6
Science or mathematics (see page 70)	6- 8
Social science (Grade II, see page 70)	6
Electives (Grade II)	6
Physical education	1

Sophomores planning to teach should elect Psychology 221.

JUNIOR-SENIOR REQUIREMENTS

In his junior and senior year each candidate for the degree of Bachelor of Arts must complete a considerable amount of work in a field of concentration. The selection of the field for intensive study shall be made by the student after consultation with his faculty adviser or academic adviser not later than the second semester of his sophomore year. Vocational counseling is available to students needing help in choosing a field of study.

Courses fulfilling the requirements for graduation in the fields of concentration shall be above Grade I. At least 36 of the student's last 60 hours shall be of Grade III or above, and not more than 12 of the last 60 may be of Grade I. When, however, this regulation will work a special hardship upon a student, adjustments may be made by the Associate Dean and the student's major adviser.

INTERDEPARTMENTAL MAJORS

Interdepartmental majors are offered in the following areas: elementary education, early childhood education, and recreation.

An interdepartmental major includes work in two or three departments. When in two departments, not less than 15 hours nor more than 21 shall be offered in one subject, the minimum total to be 36 hours above Grade I. When in three departments, not less than 9 hours in a subject shall be offered toward the major, the minimum total to be 42 hours.

Requirements for the three interdepartmental majors are listed on the following pages. Additional information will be furnished upon request.

REQUIREMENTS FOR BACHELOR'S DEGREE



Interdepartmental Major in Elementary Education

<i>Courses</i>	<i>S.H.</i>
English 101, 102 ¹	0- 6
Humanities: English 211, and 202 or 212 or 252 ²	6
Philosophy, art, music, drama, or dance ...	3
Elective in humanities	3
History 101-102 ¹	0- 6
History 211, 212	6
Biology 101-102	6
Mathematics 110, 112 or 301, 302	6
Foreign language (one)	6-18
Chemistry 301	3
Physics 301	3
Health 101	3
Physical education	2
Health and physical education	3
Art 190, 333	6
Music 361	3
Geography 335 and elective in regional geography	6
Political Science 221 or 322	3
Psychology 221 ³	3

¹For exceptionally well qualified students, this requirement can be waived by examination.

²In exceptional cases students may be permitted to take English 251 in place of English 252, and English 201 in place of English 202.

³May be satisfied with credit in Psychology 211-212.

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*Electives (to be used in academic concentration)	12
Education 346, 381, 430, 443, 444, 463	21
	<hr/>
Total minimum requirements	122

*Students must develop an academic concentration of 18 s.h. above Grade I in one of the following areas: English, foreign language, history, mathematics, science, social studies. If a student selects social studies as the area of concentration, Sociology 211, Anthropology 212, Economics 325, and a history or anthropology course in an area outside the Western world must be included.

Interdepartmental Major in Early Childhood Education

The Interdepartmental Major in Early Childhood Education leads to a Nursery-Kindergarten and Primary Certificate.

Courses are the same as for an interdepartmental major in elementary education, with the following exceptions:

Instead of the academic concentration students add in the junior and senior years:

<i>Courses</i>	<i>S.H.</i>
Home Economics 302	3
Home Economics 532	3
Drama 596	3
Electives in humanities	3- 6
Education 324, 381, 413, 414, 430, 463	21
	<hr/>
Total minimum requirements	122

Interdepartmental Major in Recreation

An interdepartmental major in Recreation leading to a Bachelor of Arts degree is offered by the Departments of Sociology and Physical Education.

A committee composed of one member from each of the Departments of Sociology and Physical Education administers the program. A student will be admitted to this major only after approval by the two departments. The following is the curriculum:

REQUIREMENTS FOR BACHELOR'S DEGREE

FRESHMAN-SOPHOMORE REQUIREMENTS

<i>Courses</i>	<i>S.H.</i>
English 101, 102 ¹	0- 6
Humanities (see page 69)	12
History 101-102 ¹	0- 6
Sociology 211	3
Anthropology 212	3
Natural science and mathematics	12-14
Foreign language	6-18
Physical Education 241	3
Physical education	2
Elective ²	

JUNIOR-SENIOR REQUIREMENTS

JUNIOR YEAR		SENIOR YEAR	
<i>Courses</i>	<i>S.H.</i>	<i>Courses</i>	<i>S.H.</i>
Physical Education 339, 334	2 1	Economics 325	3
Physical Education 344, ³ 342	3 2	Drama 391 or 596	3
Speech 529	3	Physical Ed. 336 or 337	1
Sociology 572	3	Physical Ed. 338, ³ 340, ³ 343 ³	4
Sociology 355, 482	3 3	Sociology 543	3
Art 336	3	Elective sociology	3
Health 236	1	Elective (B.S. ⁴)	2
Political Science 322	3	Elective ²	
Elective ²			

Summer Experience: Between the sophomore and junior years, a student will be expected to have a playground or camp counseling experience, approved by the committee administering the Recreation major. During the summer between his junior and senior years, the committee will work out a summer experience suited to the student's particular range of interests.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE

The minimum requirement for the degree of Bachelor of Science is the completion of 122 semester hours with a 2.0 quality point ratio (see page 113). The hours required must include the following:

¹For exceptionally well qualified students, this requirement can be waived by examination.

²The twenty-one semester hours of electives are to be taken in two or more B.A. departments other than Sociology. The humanities requirements must be completed in elective hours.

³The following substitutions may be made:

Physical Education 359, 360 for 344 and 340.

Physical Education 469, 470 for 338 and 343.

⁴Two-hour elective to be taken in one of the B.S. departments other than the Department of Physical Education. If the student takes a three-hour course, only two of the three hours shall count in credit.

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<i>Courses</i>	<i>S.H.</i>
English 101, 102 ¹	0- 6
Humanities	6
History 101-102 ¹	0- 6
Social science (above Grade I)	6
Foreign language	6-12
Natural science and mathematics	9
Physical education	2
Major subjects above Grade I	24-42
Electives (not in the major) and other nonmajor requirements including teacher certification	33-69
	<hr/> 122

These requirements are subject to the following regulations:

Foreign Language:

The languages which meet this requirement are French, German, Greek, Italian, Latin, Russian, and Spanish.

If a student continues the language offered for admission, 6 hours at the intermediate level will fulfill this requirement; otherwise, 12 hours will be required.

Humanities:

Three hours from Humanities "A" or "B," and three hours from Humanities "A," "B," or "C" will fulfill this requirement.

A. English 211

B. English 202 or 212 or 252²

C. Humanities "C" courses listed on page 69.

No student may meet the Humanities requirement by work in his major field. Courses taken as part of the Foreign Language requirement cannot also be counted as part of the Humanities requirement.

Natural Science and Mathematics:

This requirement cannot be met with courses in the student's major field. The following will meet this requirement:

Courses in biology, chemistry, mathematics, physics; Geography 211, Geography 212, Psychology 211-212.

No student may offer geography in partial fulfillment of both the Natural Science and the Social Science requirement.

¹For exceptionally well qualified students, this requirement can be waived by examination.

²In exceptional cases students may be permitted to take English 251 in place of English 252, and English 201 in place of English 202.

REQUIREMENTS FOR BACHELOR'S DEGREE

Social Science Above Grade I:

The 6 hours above Grade I may be taken in history, political science, economics, sociology, anthropology, or geography. No student may offer geography in partial fulfillment of both the Social Science and the Natural Science requirement. (See page 70 for Social Science requirement for teacher certification.)

Major Subject:

The departmental major is composed of a sequence of courses within one department. The following subjects offer an opportunity for a departmental major with the Bachelor of Science degree: chemistry, business administration, economics, mathematics, and physics.

A student must take not less than 24 nor more than 42 hours of courses above Grade I in the major subject, except that whenever, during his freshman year, the student takes courses above Grade I in lieu of Grade I courses in his major subject the maximum number of hours in that subject accepted toward graduation will be increased by the number of hours so taken. The student should consult the dean or department head for specific course requirements in his major subject.

Electives:

Electives open to *freshmen*: Art 105, 190; Astronomy 209; Classical Civilization 111; Drama-Speech 111, 121; Economics 101; English 105; Geography 101; Health 101; History 105, 106; Music 141; Philosophy 111; Sociology 101.

Upper-class electives may be chosen from the various subject matter fields outside the major field.

Applied music may be taken for elective credit by any student provided the music faculty grants permission after an entrance test performance. Freshmen may take no more than 4 hours of applied music.

FRESHMAN-SOPHOMORE REQUIREMENTS

Freshman and sophomore requirements must ordinarily be taken in the freshman and sophomore years. A student who has not completed freshman requirements at the end of the freshman year or sophomore requirements at the end of the sophomore year may be placed on summer school probation to complete these deficiencies before entering the sophomore or junior year.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

Freshmen are expected to register for the following courses:

<i>Courses</i>	<i>S.H.</i>
English 101, 102 ¹	0-6
History 101-102 ¹	0-6
Foreign language	6
Biology 101-102; Chemistry 111-112 or 114; Mathematics 110, 112, or 121, 220; or Physics 101-102	6-8
Electives	6
Physical education	1

Freshmen planning to teach should elect Health 101.

Some exceptions to these requirements follow:

Students who plan to major in biology, chemistry, or physics or who are anticipating medicine are strongly urged to take a science and mathematics or two laboratory sciences in the freshman year.

Students who plan to major in mathematics and who wish to secure a certificate to teach general science also are advised to choose both mathematics and a science in the freshman year.

Sophomores are expected to register for the following courses:

<i>Courses</i>	<i>S.H.</i>
Humanities	6
Foreign language (continuation of freshman language) see page 69	6
Science or mathematics (see page 70)	3
Social science (Grade II, see page 70)	6
Electives (Grade II)	9
Physical education	1

Sophomores planning to teach should elect Psychology 221.

JUNIOR-SENIOR REQUIREMENTS

In his junior and senior year each candidate for the degree of Bachelor of Science must complete a considerable amount of work in a field of concentration. The selection of the field for intensive study shall be made by the student after consultation with his faculty adviser or academic adviser not later than the second semester of his sophomore year. Vocational counseling is available to students needing help in choosing a field of study.

Courses fulfilling the requirements for graduation in the fields of concentration shall be above Grade I. At least 36 of the student's last 60 hours shall be of Grade III or above, and not more than 12 of the last 60 may be of Grade I. When, however, this regulation will work a special hardship upon a student, adjustments may be made by the Associate Dean and the student's major adviser.

¹For exceptionally well qualified students, this requirement can be waived by examination.

REQUIREMENTS FOR BACHELOR'S DEGREE

BACHELOR OF SCIENCE IN HOME ECONOMICS

The School of Home Economics offers several curricula, organized to meet specialized subject-matter interests and the requirements of official groups responsible for the accrediting of professional training courses.

The minimum requirement for the degree is the completion of 122 semester hours with a 2.0 quality point ratio (see p. 113). The distribution of hours is as follows:

<i>Courses</i>	<i>S.H.</i>
English 101, 102 ¹	0- 6
Humanities	
A. English 211	3
B. Three hours from the following:	3
212 or 252 or 202	
Science (see requirements for each sequence below) ...	12-14
History 101-102 ¹	0- 6
Social science above grade I ²	6
Foreign language (one) or reading knowledge ³	12
Art 105 or 140 or 190	3- 4
Physical education	2
Home Economics:	
Core H.E. 103, 205, 212, 341, 446	15
Major	17-25
Electives	2-28

The major sequences in Home Economics are: Child Development and Family Relations; Clothing; Textiles; Foods and Nutrition; Food Service Management; Home Economics Education; Interior Design; and General Home Economics.

Child Development and Family Relations: Science (6-8 hours must be taken in biology, chemistry, or physics; the remaining hours may be in mathematics, biology, chemistry, physics, or Psychology 211-212); Psychology 221 or 211-212, Psychology 326, Psychology 342; Education 324 or 556, 381, H.E. 213, 302, 412, 462, 522, 532, 542; home economics electives and general college electives 15-23 s.h.

Merrill-Palmer Appointments: Juniors or seniors in this major are eligible each semester of the academic year to attend the Merrill-Palmer Institute in Detroit, Michigan, where they have an opportunity for special study in Child Development. Students should make application early in their junior year to the Dean of the School of Home Economics.

¹For exceptionally well qualified students, this requirement can be waived by examination.

²For certain specified sequences (Foods and Nutrition, Food Service Management, and Interior Design), the remaining six must be in economics and/or sociology. Home Economics Education must have economics and sociology.

³To prove a reading knowledge of a language, a student must take an examination, the result of which will be judged for accuracy in understanding of the pages read.

Clothing: Science (6-8 hours must be taken in chemistry, physics, Psychology 211-212, or Biology 101-102); the remaining hours in chemistry, physics, mathematics, Psychology 211-212 or Biology 101-102; art 6 s.h.; H.E. 101, 301, 311, 461 or 551, 504, 514, 561, 571; home economics electives and general college electives 17-24 s.h.

Textiles: Science (eight hours must be taken in chemistry; the remainder in physics, organic chemistry, or mathematics); H.E. 101, 514, 524, 541, 561; art 3 s.h., and 6 s.h. of a natural science and/or mathematics. Home economics electives and general college electives 26-28 s.h.

Foods and Nutrition:

Option 1: *Business and Community Services.* Biology 101-102, 277, 535, 581; Chemistry 111-114, 205; social science (Economics 211, sociology, or Economics 536); Psychology 221; H.E. 213, 223, 303, 503, 515, 583, 593, 533 or Economics 536; general college electives 14 s.h.

Option 2: *Related Sciences.* Biology 101-102, 277, 535, 545, 581; Chemistry 111-114, 205, 325; Mathematics 110, 112; social science (economics and/or sociology); H.E. 213, 223, 303, 503, 573, 593; general college electives 11 s.h.

Food Service Management: Biology 101-102, 277, 535, 581; Chemistry 111-114, 205; social science (economics and/or sociology); Psychology 221, 532 or 535; Business Education 338; education methods or principles; H.E. 213, 223, 303, 503, 509, 519, 520, 549, 573, 593.



Home Economics Education: Chemistry 111-114; Biology 101-102; Mathematics 301; Physics 301; Psychology 221; Education 381, 450; H.E. 101, 213, 302, 303, 301 or 311, 357, 405, 467, 478, 515; home economics electives and general college electives 5 s.h.

To be admitted to the Home Economics Education program, students must attain an overall 2.0 grade average and a 2.25 grade average in home economics courses before enrolling in the first professional course in home economics, H.E. 357.

Interior Design: Science (6-8 hours must be taken in biology, chemistry, or physics; the remaining hours may be mathematics, biology, chemistry, physics, or Psychology 211-212); art electives 12 s.h. (9 s.h. in studio courses); H.E. 305, 345, 500, 534, 535, 536, 546, 555, 575, 595; home economics electives and general college electives 12-17 s.h.

REQUIREMENTS FOR BACHELOR'S DEGREE

General Home Economics:

Option 1: *Consumer Services*. Chemistry 111-114; Biology 101-102 or Psychology 211-212; H.E. 101, 213, 303, 515; H.E. courses above Grade II 12 s.h.; home economics electives and general college electives 28 s.h.

Option 2: *Communication Arts*. Chemistry 111-114; Biology 101-102 or Psychology 211-212; H.E. 213, 401, 500, 515, 583, 597; Drama-Speech 111, 112, 341, 391; English 219; home economics electives and general college electives 21 s.h.

BACHELOR OF SCIENCE IN NURSING

The minimum requirements for the Bachelor of Science in Nursing are the completion of 122 semester hours with a 2.0 quality point ratio. The hours to be required must include the following:

<i>Courses</i>	<i>S.H.</i>
English 101, 102 ¹	0- 6
Humanities:	
English 211	3
Three hours from the following	3
English 212 or 252 or 202	
History 101-102 ¹	0- 6
Foreign language ²	6-12
Social science above Grade I	
(to include 3-6 semester hours each in sociology	
and anthropology)	12-18
Natural science and mathematics:	
Biology	12-18
Chemistry	8
Physics	3
Mathematics	3
Psychology	6-12
Electives (not in nursing)	6-15
Physical education	2
Nursing ³	42-50

¹For exceptionally well qualified students, this requirement can be waived by examination.

²If a student chooses to continue the language offered for admission, 6 hours at the intermediate level will fulfill this requirement.

³Courses in Nursing offered in the junior and senior years.

BACHELOR OF SCIENCE IN PHYSICAL EDUCATION

The minimum requirement for the degree is the completion of 122 semester hours with a 2.0 quality point ratio (see p. 113).

<i>Courses</i>	<i>S.H.</i>
English 101, 102 ¹	0 - 6
Foreign language ²	6 or 12
History 101-102 ¹	0 - 6
Social science above Grade I	6
Humanities	9
a. English 211	3 s.h.
b. English 212 or 202 or 252	3 s.h.
c. Humanities elective	3 s.h.
Natural science and mathematics	12 - 14
a. Biology 101-102	
b. Chemistry or mathematics or physics or biology	

The Department of Health, Physical Education, and Recreation offers six sequences which are organized to meet specialized interest of students and the requirements of state and national accrediting agencies in professional education in Health Education, Physical Education, and Recreation. The six sequences within the department are: Teacher Education, Dance Education, Recreation in Physical Education, Corrective Physical Education (or Pre-Physical Therapy), Dance Performance, and Health Education.

Teacher Education: Biology 271, 277, 575; Health 101, 236 or 338, 367; Education 381, 450; Psychology 221; Physical Education 111, 112, 211, 212, 241, 351, 352, 359, 360, 376, 434, 449, 460, 461, 462, 464, 465, 468, 469, 470; electives 10-16 s.h.

Dance Education: Biology 271, 277, 575; Health 101, 236 or 338, 367; Education 381, 450; Psychology 221; Physical Education 111, 112, 211, 212, 241, 336, 345, 346, 348, 351, 354, 359, 360, 376, 434, 449, 460, 461, 462, 465, 469, 470, 529; electives 4-10 s.h.

Recreation in Physical Education: Biology 271, 277; Health 236 or 338; Physical Education 111, 112, 211, 212, 241, 344, 351, 359, 360, 376, 434, 449, 460, 461, 462, 464, 465, 469, 470; social science electives 6 s.h.; electives 23-29 s.h.

Corrective Physical Education (or Pre-Physical Therapy): Biology 271, 277, 575; Health 236; Physics 101, 102; Physical Education 111, 112, 211, 212, 241, 351, 376, 434, 449, 461, 462, 464, 465, 468; electives 26-32 s.h.

¹For exceptionally well qualified students, this requirement can be waived by examination.

²If a student chooses to continue language offered for admission, 6 hours at the intermediate level will fulfill this requirement.

REQUIREMENTS FOR BACHELOR'S DEGREE

Dance Performance: Anthropology 213; Art 190 and art elective 3 s.h.; Drama 251, 252; Music 341, 342; Physical Education 111, 112, 211, 212, 336, 345, 346, 348, 351, 354, 359, 360, 469, 470, 476, 522, 523, 529; electives 18-24 s.h.

Health Education: Biology 271, 277, 575; Chemistry 111, 112 (may be counted towards natural science requirement); Education 381, 450; Health 101, 330, 334, 338, 367, 520, 540; Home Economics 213; Math 301; Physical Education 2 s.h., 351, 460, 461, 462, 464, 468; Psychology 221, 347; Sociology 211 or 355 or 543 or Anthropology 212; electives 2-8 s.h.

Physical education major students are required by the Department of Physical Education to complete the following hours in physical education activities:¹

FRESHMAN YEAR—First semester: Physical Education 111 (hockey, social dance, body mechanics, volleyball officiating, rhythmic analysis, seminar), 7 hours weekly, one-half credit. Second semester: Physical Education 112 (folk and square dance, badminton, swimming, softball, tennis), 7 hours weekly, one-half credit.

SOPHOMORE YEAR—First semester: Physical Education 211 (speedball, golf, archery, marching, basketball officiating, stunts and tumbling, seminar), 7 hours weekly, one-half credit. Second semester: Physical Education 212 (modern dance, free exercises and apparatus, basketball officiating, bowling, track and field, elective in sports (fencing or lacrosse) alternating with tap dance and recreational sports, seminar), 7 hours weekly, one-half credit.

JUNIOR YEAR—First semester: Physical Education 359 (movement—fundamentals, gymnastics, dance; volleyball, track and field), 6 hours weekly, 2 credits. Second semester: Physical Education 360 (general methods and planning in team sports, individual sports, gymnastics, dance and aquatics), 6 hours weekly, 2 credits. Included in the Camp Program in June of the junior year: water-front supervision, boating and canoeing, practical camp leadership.

SENIOR YEAR—First semester: Physical Education 469 (advanced techniques in selected team sports, conduct of the extracurricular program, experience in recreation leadership), 6 hours weekly, 2 credits. Second semester: 470 (specialized methods in secondary school teaching and coaching or methodology in elementary physical education, public presentations), 6 hours weekly, 2 credits.

BACHELOR OF SCIENCE IN SECRETARIAL ADMINISTRATION

The Department of Business Education and Secretarial Administration in the School of Business and Economics offers five sequences of courses

¹Majors in Dance Education and Dance Performance must complete these hours in areas of dance and selected sports.

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to provide specialization during the junior-senior years. The sequences are designed to meet special interests of students and the requirements for specific types of business and teaching positions.

The minimum requirements for a degree are completion of 126 hours with a 2.0 quality point ratio (see p. 113).

UNIFORM REQUIREMENTS

<i>Courses</i>	<i>S.H.</i>
English 101, 102 ¹	0-6
Humanities	9
A. English 211	
B. One course from courses designated Humanities "B"	
C. One 3-credit course from courses designated Humanities "C" ²	
Social studies	6-12
History 101-102 ¹	
Economics 211, 212	
Natural science and mathematics ³	9
Mathematics 3 or 6	
Biology, chemistry, or physics	
Foreign language (one) ⁴	6-12
Business Administration 233-234	6
Business Education 111, 112	2
Psychology 221 ⁵	3
Physical education	2
	<hr/>
	43 or 61

REQUIREMENTS FOR SEQUENCES

The five sequences are: Basic Business Teacher, Comprehensive Business Teacher, Distributive Education, Merchandising, and Secretarial. Requirements for the sequences are:

Basic Business Teacher: Economics or business administration elective, 6 s.h.; Business Education 213, 214, 333, 501 or 502 and additional course in accounting, 504, 506, 509; Education 381, 450; Business Education 368, 451-7 (3 s.h.), 465; additional business administration, business education, or economics, 6 s.h.; Health 101 or 301; electives to complete 126 hours of credit.

¹For exceptionally well qualified students, this requirement can be waived by examination.

²May be taken during junior or senior year.

³Six semester hours should be scheduled in freshman year.

⁴When the language offered for entrance is continued, six hours at the intermediate level will be required.

⁵Psychology 211-212 may be substituted.

REQUIREMENTS FOR BACHELOR'S DEGREE

Comprehensive Business Teacher: Economics or business administration elective, 6 s.h.; Business Education 213, 214, 321-322, 333, 423, 424, 501 or 502, 509; Education 381, 450; Business Education 368, 451-7 (3 s.h.), 465; additional business administration, business education, or economics, 3 s.h.; Health 101 or 301; electives to complete 126 hours of credit.

Distributive Education: Business Administration 530, economics or business administration elective, 3 s.h.; Business Education 506, 507, 508, 518, 550 (2 s.h.); Art 190; Home Economics 341 or Business Education 527; Education 381, 450; Business Education 368, 451-7 (3 s.h.), 465; additional business administration, business education, or economics, 6 s.h.; Health 101 or 301; electives to complete 126 hours of credit.

Merchandising: Business Administration 530, economics or business administration elective, 3 s.h.; Business Education 314, 501 or 502, 506, 507, 508, 509, 518, 527, 550 (2 s.h.); Art 190; Speech 341; Home Economics 341; additional business administration, business education, or economics, 6 s.h.; electives to complete 126 hours of credit.

Secretarial: Business Administration 431 and economics or business administration elective, 3 s.h.; Business Education 213, 214, 314, 321-322, 333, 423, 424, 501 or 502, 504, 509; additional business administration, business education, or economics, 3 s.h.; electives to complete 126 hours credit.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF FINE ARTS

The degree of Bachelor of Fine Arts is offered in the Department of Art and in the Department of Drama-Speech.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF FINE ARTS IN ART¹

The minimum requirement for the degree in Art is the completion of 128 semester hours with a 2.0 quality point ratio (see p. 113). The hours required must include:

<i>Courses</i>	<i>S.H.</i>
English 101, 102 ²	0-6
English 211 and 212 or 202 or 252	6
History 101-102 ²	0-6
Social science (may be taken in history, political science, economics, sociology, anthropology, or geography)	6
Natural science (biology, chemistry, or physics)	6
Foreign language (continuation at the intermediate level of language taken in high school) ³	6
Philosophy	6
Physical education	2

¹Since 128 semester hours are required to complete the work for this degree, the student should plan to attend one summer session.

²For exceptionally well qualified students, this requirement can be waived by examination.

³If a new language is begun, 12 semester hours must be completed.

There are five sequences leading to the Bachelor of Fine Arts degree in Art: Art Education I, Art Education II, Design, Sculpture, Painting and Printmaking.

The sequences in Painting and Printmaking and in Sculpture presume the work of art to be an imaged reference to experience more or less abstract. The Design sequence assumes the requirement of the work of art to be self-generated by its inherent systemic logic or by its object or functional requirements.

Major requirements for the following sequences with a major in Art:

Art Education I: Art History—15 s.h. including Art 105; Studio Art—120, 140, 150, 199, 209 or 286, 221, 281, 2 s.h. painting, 2 s.h. design, 6 s.h. crafts in wood, metal, and textiles; 6 s.h. art or related elective; Art Education—(These courses to be taken together in the senior year.) Art 363, 365, 465; Certification requirements—Health 101, Math 301, Psychology 221, Education 381, 450. (The social science requirement must be met by History 101-102 and 3 s.h. each from two of the following—political science, economics, geography, anthropology, or sociology.) All Art majors seeking Teacher Certification will take this sequence unless they are admitted to the Art Education II sequence after at least 1 semester of work in the Art Department.

Art Education II: The requirements are the same as the Art Education I sequence above except that 4 s.h. of art or related elective are required instead of 6 s.h., and 6 s.h. of Independent Studio are required. A minimum of 10 s.h. must be taken in some single studio specialization including at least 4 s.h. of Independent Studio in this specialty.

Design: Art History—15 s.h. including Art 105; Studio Art—140, either 120 or 150, 199, 209, 240, 10 s.h. of advanced design (courses with numbers ending in the 40's), 10 s.h. of Independent Studio beyond Art 199, 16 s.h. art or related electives. A minimum of 24 s.h. of design must include at least 8 s.h. of Independent Studio in work appropriate to the study of design. The student may develop a specialization in Interior Design, Graphic Design, Costume Design, Ceramics, or Textile Design by concentrating his elective choices and his Independent Studio work in one of these areas. Such a specialization is not required.

Painting and Printmaking: Art History—15 s.h. including Art 105; Studio Art—120, either 140 or 150, and 199, 220, 221, 231, 6 s.h. of advanced courses in painting, 4 s.h. printmaking, 14 s.h. art or related elective, 10 s.h. of Independent Studio beyond Art 199. A minimum of 8 s.h. of Independent Studio must be taken in painting or printmaking.

Sculpture: Art History—15 s.h. including Art 105; Studio Art—150, either 120 or 140, 199, 281, 8 s.h. of advanced courses in sculpture, 20 s.h. art or related elective, 10 s.h. of Independent Studio beyond Art 199. A minimum of 8 s.h. of Independent Studio must be taken in Sculpture.

REQUIREMENTS FOR BACHELOR'S DEGREE

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF FINE ARTS IN DRAMA

This program emphasizes the fact that theatre is a discipline involving three basic factors: (1) natural endowment; (2) study; (3) exercise or practice. Only students who show evidence of natural endowment and who work to perfect it through classroom study combined with practical application will be continued in the program. The total development of each student is examined by the drama faculty in the spring of each year, and continuance in the program depends upon the student's achievement record.

The minimum requirements for the degree of Bachelor of Fine Arts in Drama are: (1) the completion of 124 semester hours with a 2.0 quality point ratio (see p. 113); (2) one summer in theatre practicum at Parkway Playhouse in Burnsville, N. C., or another approved similar program; (3) constant and vigorous participation in the Department's play production program.

The hours required in courses must include:

<i>General Requirements:</i>	<i>S.H.</i>
English 101, 102 ¹	0-6
English 211 and 212 or 202 and 252	6
History 101-102 ¹	0-6
Social Science (above Grade I)	6
Psychology 211-212	6
Foreign language (continuation of high school) ²	6
Humanities (includes Philosophy 322)	6
Physical education (fencing, ballet, modern dance)	2

Drama and Speech Core:

DS 111, 211, 212, 250, 251, 253, 255, 365, 366, 375, 376,
391, 533 or 534, 541, 581, or 582.

There are two sequences leading to the Bachelor of Fine Arts degree in Drama: Acting and Directing; Design and Technical Direction. Students elect one of the following:

Acting and Directing Sequence: Music 131, 152 or DS 150 (1 semester hour), 251 or DS 150 (1 semester hour), Physical Education 336, Drama and Speech 131, 252, 301, 320, 598, and two of the following: 520, 590, 592. Electives to complete a minimum of 124 hours of credit.

Design and Technical Direction Sequence: Art 105, 120, 140, 221, 222, 223, 366, Drama and Speech 150 (1 semester hour), 5xx Scene Design, 5xx Lighting Design, and 543. Electives to complete a minimum of 124 hours of credit.

¹For exceptionally well qualified students, this requirement can be waived by examination.

²If a new language is begun, 12 semester hours must be completed.

REQUIREMENTS FOR BACHELOR'S DEGREE IN MUSIC

There are three major sequences leading to the degree of Bachelor of Arts: Applied Music, Music Literature, and Music Theory and Composition. The hours required include:

BACHELOR OF ARTS WITH A MAJOR IN MUSIC

<i>Courses</i>	<i>S.H.</i>
English 101-102 ¹	0- 6
Humanities (see page 69)	12
History 101-102 ¹	0- 6
Social science (above Grade I)	6
Foreign language	6-18
Natural science and mathematics	12-14
Physical education	2



¹For exceptionally well qualified students, this requirement can be waived by examination.

REQUIREMENTS FOR BACHELOR'S DEGREE

Music:	
Core	34
Major	3- 8
Elective courses	0- 5
Nonmusic elective courses	25-27
	122

BACHELOR OF MUSIC

The minimum requirements for the Bachelor of Music degree vary from 124 to 132 semester hours. There are three major sequences leading to the degree of Bachelor of Music: Applied Music (piano, organ, orchestral instruments, or voice), Theory and Composition, and Music Education. The hours required include:

<i>Courses</i>	<i>Minimum S.H.</i>
English 101, 102 ¹	0- 6
English 211 and 212 or 202 or 252	6
Foreign language	6
History 101-102 ¹	0- 6
Physical education	2
Music: (see each sequence, below)	
Music theory	21-31
Music history and literature	12-15
Applied music	22-30
Electives	
	128-133

COURSE REQUIREMENTS IN THE BACHELOR OF MUSIC SEQUENCES:

Where choices are available, the student should make selection in consultation with his adviser. Specific courses will be recommended to meet the requirements of the major area and the needs of the individual student.

Music majors will be registered each semester for Music 90 and 91, and for at least one performing organization.

Major in Applied Music, voice or instruments.

Theory: Music 101, 102, 201, 202, 301, 302, 303; other courses as advised.

History and literature: Music 142, 331, 332; literature for instrument as advised (520, 521 or equivalent).

¹For exceptionally well qualified students, this requirement can be waived by examination.

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Applied music: Major applied, 22 hours plus senior recital; secondary applied, minimum 6 hours (additional credits if needed to meet proficiency requirements); Music 196, keyboard and instrumental majors, minimum 2 hours; voice majors as advised; 372 or 319, 419; piano majors 365, 366, 473; organ majors, 473; voice majors 170, 171, 375.

Electives in music and other fields.

Major in Theory and Composition.

Theory: Music 101, 102, 201, 202, 301, 302, 303; at least 3 credits in 563, 566, or 567.

Composition: At least 16 credits in private composition as the major applied area.

History and literature: Music 142, 331, 332; at least 6 additional credits in this area.

Applied music: Secondary applied, minimum 14 credits (must pass keyboard proficiency, other instruments as advised); Music 372.

Major in Music Education.

Theory: Music 101, 102, 201, 202, 302, 303; at least 3 credits in 563, 566, or 567.

History and literature: Music 142, 331, 332.

Music education: Music 161, 163, 164, 166, 219, and 265 as advised; 363 and 364 (general music) or 367 (instrumental music); 465.

Applied music: Principal applied, minimum 16 hours; secondary applied, minimum 8 hours (additional credits if needed to meet proficiency requirements and professional needs of individual student); 319 and 419 (general music) or 372 (instrumental music).

For Master's and Doctor's degree requirements, see the Graduate School Catalog.

For further information about degree requirements, call or write the Dean of the School of Music.

TEACHER EDUCATION

All students must make formal application for admission to teacher education. A speech screening test is required of all students in teacher education. A speech deficiency must be removed prior to application for student teaching.

Each student seeking to enter the Teacher Education Program must have a recommendation from the dean or department head in the school or department in which he is majoring.

REQUIREMENTS FOR BACHELOR'S DEGREE

To be eligible to take supervised teaching, a 2.0 quality-point ratio is generally required, a recommendation by the dean or department head who is the student's major adviser, evidence of satisfactorily meeting the speech requirement, and medical clearance.

In many instances it is possible for a student to earn no more than 12 semester hours during the semester in which he is enrolled in supervised teaching.

Students may credit no more than 15 hours of education toward the Bachelor of Arts degree except those students majoring in elementary education who may credit 21 hours toward the Bachelor of Arts degree. Students taking the Bachelor of Science degree, the Bachelor of Music degree, and the Bachelor of Fine Arts degree may credit up to 18 hours of education toward these degrees.

In addition to general education courses required for a degree, the following courses are required for students seeking teacher certification:

<i>Courses</i>	<i>S.H.</i>
Health 101 or 301	3
Mathematics (if math is not used to satisfy science requirement)	3
Social science (one course from two of the following fields: anthropology, economics, geography, political science, sociology)	6
Psychology 221	3

PREPROFESSIONAL STUDY

Premedical Program

The premedical program is based upon the assumption that a broad liberal education is the best possible background for later professional work. A student may complete the requirements for the Bachelor of Arts degree and fulfill the requirements for entrance into medical college by majoring in any field. Premedical students are advised to take two sciences in their freshman year, depending upon their choice of a major field. For example, those students planning to major in chemistry should take chemistry and mathematics; a biology major should take biology and chemistry; and a physics major should take physics and mathematics. A student majoring in areas other than these sciences should also take two sciences in his freshman year. Elective subjects should be chosen in careful consultation with the adviser and with a view to a well-balanced program in the social sciences and the humanities, as well as the physical and biological sciences. The Faculty Committee on Preprofessional Education in Medicine has the responsibility for developing the broad outlines of the premedical program on this campus.

Medical Laboratory Technology Program

Two courses of instruction are offered to those students who wish to pursue the profession of Medical Technology. The first of these programs is one in which the student takes four years at the University after which he is granted a Bachelor of Arts degree. After graduating, the student takes an additional year of study and training in a medical school or hospital of medical technology which has been approved for this training by the American Society of Clinical Pathologists.



The second course of study is one in which the student receives his first three years at the University and the fourth year at the School of Medical Technology, School of Medicine, University of North Carolina, Chapel Hill, North Carolina. The completion of the first three years of the program at the University at Greensboro does not necessarily mean the student will automatically be admitted to the twelve-month course in medical technology at the School of Medical Technology at Chapel Hill. The University grants the student a Bachelor of Science degree in Medical Technology after the completion of the fourth year, and he is then eligible for certification by the A. S. C. P.

Five-Year Program. A student may prepare for the five-year program by meeting the requirements for the Bachelor of Arts degree in either of two ways; that is, by majoring in biology and taking the necessary supporting courses in chemistry or by majoring in chemistry and taking the necessary supporting courses in biology.

Students taking this program are advised to take biology and chemistry in their freshman year and two science courses in their sophomore year. The head of the department in which the student majors and the coordinator for the programs in medical technology will advise each student in planning his program. A graduate of this program is not eligible for certification by the American Society of Clinical Pathologists until he has had a year's training or apprenticeship in an A. S. C. P. approved school of medical technology.

Four-Year Program.¹ A recommended outline for the four-year program leading to a Bachelor of Science degree in Medical Technology follows:

¹Transfer students will not be accepted into this program.

REQUIREMENTS FOR BACHELOR'S DEGREE

Course of Study

FRESHMAN YEAR

<i>Courses</i>	<i>S.H.</i>
Biology 101-102	6
Chemistry 111-114	8
English 101, 102 ¹	0-6
Foreign language	6
History 101-102 ¹	0-6
Physical education	1
	—
	33

SOPHOMORE YEAR

<i>Courses</i>	<i>S.H.</i>
Biology 253 or 271, 277	6
Chemistry 211, 212	8
English 211 and 212 or 252 or 202	6
Foreign language (continu- ation of language taken in freshman year)	6
Mathematics 110, 112, or 121 ..	6
Physical education	1
	—
	33

JUNIOR YEAR

<i>Courses</i>	<i>S.H.</i>
Biology 582	3
Biology 383	3
Chemistry 325	4
Social science	6
Electives ²	15

—
31

SENIOR YEAR³

The 12-month program in Medical Technology in the School of Medicine at the University of North Carolina at Chapel Hill, North Carolina, includes the following courses:

<i>Courses</i>	<i>S.H.</i>
Bacteriology, Parasitology, Serology	9½
Biochemistry, Isotopes	9½
Clinical Microscopy	4½
Ethics, Laboratory Manage- ment	1
Hematology, Blood Bank	9½
Tissue Technique	5

—
39

Total for three years—97 hrs.

Complete total for 4 years—136 hrs.

The course of study in the four- and five-year programs in Medical Technology is essentially the same during the freshman year. At the end of the freshman year, the student should decide which program he wishes to follow. Students who complete the five-year plan of study have the choice of many electives in the social sciences and advanced courses in chemistry and biology.

¹For exceptionally well qualified students, this requirement can be waived by examination.

²Histology may be taken in the sophomore year, or it may be taken as an elective in the junior year.

³School of Medicine, University of North Carolina.

Preprofessional Program in Pharmacy

Students desiring a Bachelor of Science in Pharmacy degree may follow a prepharmacy curriculum at UNC-G before transferring to a school of pharmacy.

The B.S. in Pharmacy degree at the University of North Carolina at Chapel Hill requires five years for completion, the last three years of which must be taken at Chapel Hill. Transfer students may follow either a 1-4 program, spending one year at UNC-G and four years at Chapel Hill, or a 2-3 program. A list of required courses may be obtained either from the Director of Admissions or from a faculty member who is designated as the special adviser to students interested in pharmacy. Students should consult the adviser before registering for the freshman year.

A student planning to attend another school of pharmacy should obtain information about the requirements of that school.

Preprofessional Program in Physical Therapy

A sequence of courses has been planned for students who are preparing themselves for professional education in physical therapy. Students' programs can be planned so that they will meet the requirements for admission to the Department of Physical Therapy in the School of Medicine, University of North Carolina, Chapel Hill, N. C.

A member of the faculty will advise students interested in the preprofessional programs in physical therapy. Students should see the adviser before registering for the freshman year.

Preprofessional Concentration in Social Welfare

The Department of Sociology and Anthropology has developed a sequence of courses for undergraduate students who are interested in careers in social welfare. The concentration is based upon the recommended curriculum in "Undergraduate Programs in Social Welfare" published by the Council on Social Work Education in which the University holds constituent membership. It combines courses which have a professional emphasis with courses which assure a broad liberal education.

Students electing this concentration must meet the minimum requirements for the degree of Bachelor of Arts, must satisfy major requirements, and complete the following courses:

<i>Courses</i>	<i>S.H.</i>
Marriage and the Family (Soc. 355)	3
Urban Communities (Soc. 543)	3
Social Welfare as a Social Institution (Soc. 481)	3

REQUIREMENTS FOR BACHELOR'S DEGREE

Social Work as a Profession (Soc. 482)

Includes field experience in community agencies	
four hours per week	3
Economics	3
Political science	3
Psychology	6

Specific courses in economics, political science, and psychology and additional courses in sociology will be selected in consultation with the student's adviser. In addition to these courses, normally taken in the junior and senior years, students are encouraged to take Sociology 101, American Society, as freshmen, and to take Sociology 222, Sociology of Deviant Behavior, and Anthropology 213, Cultural Anthropology, as sophomores.

For further information, students should consult the Head of the Department of Sociology and Anthropology.

Pre-Engineering Curriculum

A two-year pre-engineering curriculum is offered. The program is planned for students who may transfer to North Carolina State University at Raleigh. The program is as follows:

FRESHMAN YEAR

1ST SEMESTER		2ND SEMESTER	
<i>Courses</i>	<i>S.H.</i>	<i>Courses</i>	<i>S.H.</i>
English 101 ¹	3	English 102 ¹	3
Physics 103	4	Physics 104	4
Mathematics 191	3	Mathematics 292	3
Economics 211	3	Economics 212	3
History 101 ¹	3	History 102 ¹	3
Physical education	½	Physical education	½
<hr/>		<hr/>	
16½		16½	

SOPHOMORE YEAR

1ST SEMESTER		2ND SEMESTER	
<i>Courses</i>	<i>S.H.</i>	<i>Courses</i>	<i>S.H.</i>
Mathematics 293	3	Mathematics 390	3
English 211	3	Chemistry 114	4
Chemistry 111	4	Physics 324	3
Art 222	2	Elective	6 or 7
Elective	3 or 4	Physical education	½
Physical education	½	<hr/>	
<hr/>		16½ or 17½	
15½ or 16½			

*Campus adviser for this curriculum is Dr. C. H. Vanselow, (Room 314 Science Building, Telephone 379-5714).

¹For exceptionally well qualified students, this requirement can be waived by examination.

Prelegal Program

Students who plan to prepare for law school may select their major in any field, although a sound grounding in the liberal arts is regarded as very helpful. Law schools do not generally require that applicants for admission present college credit in any specified subjects. Students are selected primarily on the basis of their college records, material furnished in their application for admission, and their score on the Law School Admission Test. A prelegal adviser will counsel interested students.

THE INTERNATIONAL STUDIES PROGRAM

An International Studies Program for Juniors and Seniors with an average of 2.7 or better was approved in the Fall of 1962. This program is directed primarily to students in the various social sciences and foreign language departments and is designed for those interested in acquiring an understanding of world affairs.

The International Studies Program does not contemplate a separate department or degree but instead supplements the existing departmental major programs. Upon successful completion of the program the student's academic record will show under the designation for "Major" the following: "..... (major) and International Studies," *e.g.*, "Economics and International Studies." In most instances the requirements of the program can be met by fulfilling departmental requirements plus approved electives.

Direction of the Program

The International Studies Program is directed by the Committee on International Studies whose members are drawn from the Departments of Economics and Business Administration, Geography, German and Russian, History and Political Science, Romance Languages, and Sociology and Anthropology. This committee, acting in conjunction with the chairman of the major departments concerned, advises the student participants; it also directs the Senior Seminar.

Requirements of the Program

The International Studies Program requires a student to: (1) meet the basic requirements of the University and major department; (2) take at least six courses from a selected list of courses in the Departments of Economics and Business Administration, Geography, German and Russian, History and Political Science, Romance Languages, and Sociology and Anthropology. One of these courses must be International Politics and two of these courses must be taken outside the student's major department; (3) attend the Special Lecture Series and other events scheduled for this program; (4) satisfactorily complete the Senior Seminar in International Studies.

INTERNATIONAL STUDIES

It is possible to integrate an Asian or a Latin American concentration into the International Studies Program. More detailed information may be obtained from the Committee on International Studies or from department heads.

ASIAN STUDIES

Students who desire depth of understanding in Asian problems may take courses in the departments of Art, Geography, History and Political Science, and Sociology and Anthropology. Special study relative to Asia may also be developed in these departments in connection with the Honors Program.

Recognition is given to the importance of Asia and to the necessity of all students understanding how Asians live, think, and feel. Documentary films, exhibitions, and concerts are scheduled each year.

For further details interested students may obtain information from the Committee on Asian Studies or department heads.

LATIN AMERICAN STUDIES

Students interested in the Latin American scene may pursue a program of courses in Latin American civilization, cultures, geography, history, and problems; Spanish American literature; and the Spanish language. Special reading courses and honors work are available, also, as well as supplementary films, lectures, and special events.

The nearness of the Latin American world makes possible summer study and travel to develop a real feeling for the Latin American atmosphere. The University's Institute in Middle America, which began functioning in 1968, offered summer courses for credit in their natural environment. The second session of the Institute was held in San Salvador, Central America, June 14-August 1, 1969.

More detailed information may be obtained from the Committee on Latin American Studies or from department heads.

HONORS WORK

A comprehensive program of Honors Work for students of high promise and with superior records was established in 1962. The purposes of the program are to discover gifted students and to make available to them as much of the benefit of a liberal education as their capacities and educated interests permit. Recognizing that a university's program as a whole reflects the capacities and interests of the average student, Honors Work seeks to provide the better students with additional stimulus to full growth.



Although students who achieve the distinction of being designated as Honors Students continue to enroll in regular courses with their classmates, a proportion of their scholastic program is composed of special sections and seminars.

The Honors Program also makes special efforts to interest Honors Students in preparing for graduate work with a view to earning advanced degrees after obtaining the Bachelor's degree, and to encourage them to consider careers in college teaching.

Requirements for Admission to the Program

The program is under the general supervision of an Honors Council, composed of members of the faculty appointed by the Chancellor, students selected by those in the program. The Council determines the standards of eligibility for participation in the plan at the freshman level and makes the program available to freshman students. Sophomores and juniors are considered eligible if their scholastic average is 3.0 or above.

For seniors, a prerequisite for participation is a minimum average of 3.5 in courses in the student's major, above Grade I, and 3.0 in all other courses which carry credit (both hours and quality points) for graduation. All candidates are subject to approval of the Honors Council.

Work of the Candidate

Freshman students are invited into the program the second semester on the basis of recommendation by faculty members and their academic records. The freshman program consists of a tutorial program in which three to five students explore a selected theme with a faculty member. One credit hour is granted for the tutorial. The sophomore program consists of a one-credit-hour interdisciplinary seminar devoted to intensive consideration of a theme that cuts across departmental lines. Tutorials are also available the sophomore year.

The second stage of the program consists of a broad six-hour interdisciplinary seminar in the junior year. Here the student is confronted with topics relating to significant attempts of the human mind to understand itself and the human situation. At this point, the student must be sufficiently mature to make the expenditure of time and energy and the sacrifice of lesser distractions which this opportunity necessarily requires.

HONORS WORK

Honors Work in the senior year (for which the Junior Seminar shall be a prerequisite) replaces six semester hours of class work, three each semester. One semester is devoted to intensive reading and research covering a broad area of the student's major, followed by an honors examination. The other semester is devoted to the writing of an honors essay, to a creative project, or to an experimental project, depending upon the nature of the student's material. A director guides and assists the student in correlating the two phases of the honors program. Credits earned in the major field through honors work are included in the total hours required for majoring in that field; however, an honors student in the B.A. course may take for credit the six hours of honors work in addition to the maximum allowed in the major subject. The honors candidate shall not be permitted to enroll for more than thirteen hours in addition to the honors work in either semester. With the permission of the head of the department and the instructor concerned, the student may be excused from any course examination in a major subject in the second semester. A senior honors student may enroll in 600 level (graduate) courses subject to the approval of the head of the department in which he is majoring and of the head of the department in which the course is being offered; this approval must also be countersigned by the Associate Dean's Office.

Students designated as eligible for participation in the honors program may elect to enter the program or not, as they choose. Provision is to be made for ready entry into the program at the beginning of both the sophomore and the junior years, to permit participation by students whose capacities were not at first recognized by the testing and evaluative procedures and to permit subsequent entry to students who originally declined to take part. A provision allowing entry as late as the beginning of the junior year permits highly qualified transfer students to avail themselves of this plan. Withdrawal from the program is possible for students who feel that they do not wish to continue.

JUNIOR YEAR ABROAD

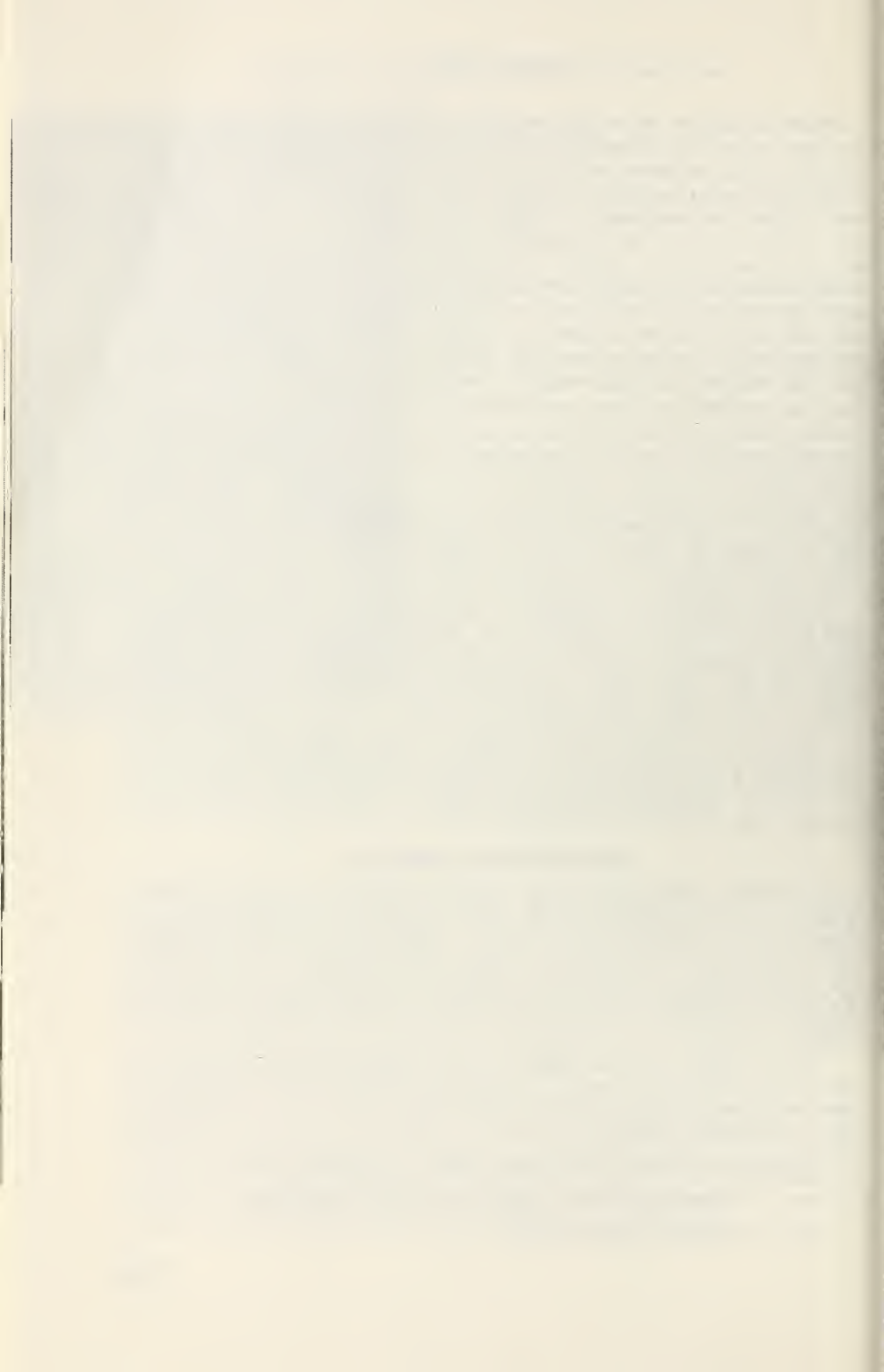
A qualified sophomore in good standing and with sufficient language training may, if conditions permit, spend his junior year abroad under the auspices of an approved group or at an acceptably accredited institution. The group must be recognized by the Council on Junior Year Abroad or the Committee on Junior Year Abroad of the Institute of International Education. Residence, whenever possible, is with a family in the host country.

Study abroad is carefully supervised by faculty members of the sponsoring group, who, upon proof of satisfactory work, will recommend 30 semester hours of credit for one year of work. At times, examinations upon return may be required.

Interested students should consult with the Associate Dean.

REQUIREMENTS FOR GRADUATE DEGREES

See the Graduate School Catalog.





PART VI

Academic Regulations

VI. ACADEMIC REGULATIONS

ADMINISTRATION

ACADEMIC COUNSELING

The Associate Dean coordinates the academic counseling and advising services available to students. Members of the faculty serve in the Associate Dean's office so that academic advisers are always available to counsel with students. In addition, selected members of the faculty serve as faculty advisers to small groups of freshmen and sophomores, and the deans of schools and heads of departments advise the juniors and seniors majoring in their particular schools and departments. Thus each student has available to him throughout his college course a faculty member, acquainted with his needs and interests, from whom he may seek assistance in academic matters.

Academic Appeals Committee

The Academic Appeals Committee appointed from the faculty gives advice, counsel, or clarification to the Associate Dean concerning academic regulations and degree requirements that have been established by faculty action. This committee also considers special and meritorious requests for the waiver of academic regulations stated in the University Catalog for which committee consideration is needed.

The Counseling Center

The Counseling Center offers both vocational counseling and personal counseling to individual students.

Student Responsibility

Each student is responsible for the proper completion of his academic program, based on the requirements stated in the University Catalog. His faculty adviser is available for counsel, but the responsibility remains with the student.

REGISTRATION

ORIENTATION OF NEW STUDENTS

An orientation program for new students is planned prior to registration to provide effective advising and registration. Additional activities are planned throughout the first semester to aid new students in becoming adjusted to university life as quickly as possible.

ACADEMIC REGULATIONS

REGISTRATION AND PREREGISTRATION DATES

Registration dates are given in the Calendar on Page 3 of this catalog. Students will be notified by campus mail the hour they should report to the gymnasium to begin registration. All students who register for classes after the regularly scheduled dates have passed will be charged a late registration fee of \$5.

On the date of preregistration indicated in the Calendar (page 3 of this catalog), each returning student shall present to the Registrar a copy of his program of study for the coming year. This program must have the official endorsement of the student's faculty adviser.



COURSE LOAD

Undergraduates normally carry 15 or 16 semester hours per semester plus physical education. They may not take less than 12 nor more than 18 semester hours per semester plus physical education except with the approval of the Associate Dean. Students who have cumulative quality point ratios of 3.0 may, in special circumstances, be authorized at the discretion of the Associate Dean to carry a maximum of 19 or 20 hours of course work. Students carrying less than 12 hours must be approved by the Associate Dean for registration as part-time degree students.

CREDITS

Credits for all courses are reported in semester hours. A semester of credit is one 50-minute period of recitation per week or its equivalent throughout one semester. No student may receive credit in any course for which he has not officially registered. Students are required to register and pay all course fees on appointed days. Failure to do so will result in forfeiture of registration and credits.

CHANGE IN COURSE

Changes of courses should not be made after registration except in unusual cases. For one week after registration a student may make necessary

changes by presenting to the Registrar a change-of-course card signed by his faculty adviser. A student is not officially dropped from a course until he has followed this procedure.

Students are not permitted to enroll in a course for credit later than one week after registration.

A course dropped after nine full weeks of instruction in a semester have elapsed shall be recorded as WF (withdrawn failing). This ruling may be waived by the Associate Dean or by the University Physician in case of illness of a student. See the Calendar on page 3 of this catalog for deadline dates in dropping courses.

AUDITING A COURSE

Regular students may audit a course upon the written approval of the instructor and the faculty adviser, and they must register officially for the course. Attendance, preparation, and participation in the classroom discussion and laboratory exercises shall be at the discretion of the instructor. Auditors are not required to take examinations and tests and receive no credit. No student may change his registration from audit to credit after the date of changing courses as stated in the Calendar on page 3 of this catalog.

WITHDRAWAL OF UNDERGRADUATE FROM THE UNIVERSITY

A student who voluntarily withdraws from the University during the academic year shall arrange official withdrawal with the Associate Dean. An unmarried student under twenty-one must present evidence from his parent or guardian approving the withdrawal.

If the withdrawal occurs within the first nine weeks of a semester, the semester will not be counted as a semester in residence. The grades shall be recorded as "W's" and shall not be used in computing the student's quality point ratio.

If the withdrawal occurs after the first nine weeks of a semester, the semester will be counted as a semester in residence. The grades shall be recorded as "WF's" and shall be used in computing the student's quality point ratio. Exceptions to the regulation may be made upon the recommendation of the University Physician, the Dean of Men, the Dean of Women, or the Associate Dean when circumstances exist which are beyond the student's control.

The student's fee account may be adjusted by the Business Office. See page 37 for policy.

CLASSIFICATION

Students working toward a bachelor's degree must have earned the following minimum semester hours of credit (exclusive of required physical

ACADEMIC REGULATIONS

education) for the classification indicated: seniors, 84; juniors, 51; sophomores, 24. They must also have removed all entrance deficiencies.

Those meeting entrance requirements and taking college courses for credit but not with the intent of earning a degree are designated *unclassified students*. Those mature students who submit satisfactory records of education and experience but who do not wish to work for a degree because of irregularities in qualifications or because of personal objectives are designated *special students*. Special students will not receive college credit. Further information may be found on page 59.

ENTRANCE DEFICIENCIES

A student permitted to enter the University with high school entrance deficiencies must remove them before he can be classified as a sophomore.

Deficiencies may be removed in the following ways: (1) Any deficiency may be removed by passing a proficiency examination administered by the University; (2) or by completing the course in an approved high school or through the Extension Division of the University of North Carolina; (3) or by completing the appropriate college level course in the area of deficiency.

COURSE WORK

GRADES AND QUALITY POINTS

The University uses a credit-quality point system of grading for undergraduates. Semester credits represent the number of course hours completed. Quality point ratios are determined by the semester hours attempted and grades earned; for each hour of A, 4 quality points; for each hour of B, 3; for each hour of C, 2; for each hour of D, 1; and for each hour of F, 0.

The course grade is not based on the examination alone but also on the quality of the student's classroom work and written work throughout the semester.

A—Excellent. A indicates achievement of distinction. It involves excellence in several if not all of the following aspects of the work:

- Completeness and accuracy of knowledge
- Intelligent use of knowledge
- Independence of work
- Originality

B—Good. B indicates general achievement superior to the acceptable standard defined as C. It involves excellence in some aspects of the work, as indicated in the definition of A.

C—Average. C indicates the acceptable standard for graduation from the University. It involves such quality and quantity of work as may fairly

be expected of a student of normal ability who gives to the course a reasonable amount of time, effort, and attention. Such acceptable standards should include the following factors:

- Familiarity with the content of the course
- Familiarity with the methods of study of the course
- Full participation in the work of the class
- Ability to write about the subject in intelligible English

D—Lowest passing grade. D indicates work which falls below the acceptable standard defined as C but which is of sufficient quality and quantity to be counted in the hours of graduation if balanced by superior work in other courses.

F—Failure. Indicates failure that may not be made up except by repeating the course.

Inc—Incomplete. Inc indicates that the completion of some part of the work for the course has been deferred because of the prolonged illness of the student or because of some other serious circumstances beyond the control of the student. An Inc for prolonged illness can be given only with the written approval of the University Physician. An Inc for other cause may be given only with the written approval of the Associate Dean. Concomitantly with the recording of an Incomplete grade, the instructor also files with the head of the department concerned the student's average grade and the specific work which must be accomplished before the Incomplete is removed.



(a) *How removed.*

An Inc may be removed by the completion of the deferred work.

(b) *When removed.*

An Inc received in a course in the regular session or in summer school must be removed within six weeks after the beginning of the student's next semester. An Inc on a course taken in summer school at another college will be considered an F unless the student has removed the Inc prior to his next registration at the University.

(c) *Grade received after removal.* When an Inc is removed, it may be replaced by A, B, C, D, or F. An Inc which has not been removed within the time limit specified under (b) automatically becomes an F.

ACADEMIC REGULATIONS

"P" or "NP" (Pass/Not Pass)—Each undergraduate student may elect to be evaluated on a "Pass/Not pass" scale in one course each semester with a maximum of eight courses being allowed for the degree. One semester credit hour courses graded exclusively on "P/NP" are exempt from this limitation. "Pass" is the equivalent of "A," "B," "C," or "D," as described previously. The credit earned under the "Pass/Not pass" evaluation will count toward hours for graduation, but these credits and grades will not be used in computing a student's cumulative grade point average.

In his major field, a student must be evaluated on a minimum of 24 semester hours on the "A," "B," "C," "D," "F," grading scale. Approval of the election of the "Pass/Not pass" grading practice in any given course in the major must be granted by the department head.

The decision to be evaluated on a "Pass/Not pass" basis should be declared at registration and must be declared by the end of the first week of instruction. (See Calendar in University Bulletin for last date for course changes.) Instructors will be informed of those students who are to be evaluated on the "Pass/Not pass" scale. Final grades will be reported to the Registrar as "P" or "NP" for students having elected this option.

W—Withdrawal. W indicates either that the student withdrew from the course within the period permitted for withdrawal without penalty or that his withdrawal after the period was without penalty.

WF—Withdrawal-Failure. WF indicates that the student withdrew at a time when he was not passing the course or after the period for withdrawal without penalty.

Aud—Audited. Aud indicates that the student registered for the course as an auditor and not for credit.

A grade report of each student's work is mailed to his parent or guardian at the end of each semester, and a similar report is sent to each student at the end of the fall semester.

CONTINUING IN THE UNIVERSITY

In addition to requirements listed elsewhere in this catalog, a student who is making satisfactory progress toward a degree passes at least 15 hours of work each semester with a quality point ratio of at least 2.0.

A student who passes fewer than nine semester hours during the first semester enrolled may be allowed to enter a second semester on scholastic probation. After the first semester, a student must pass at least nine hours each semester to continue in the University or to be readmitted.

In addition to passing at least nine semester hours each semester, a student must meet the following criteria of minimum number of hours passed and quality point ratio to continue in the University.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

<i>To enter the indicated year</i>	<i>Minimum number of semester hours passed</i>	<i>Quality point ratio on hours undertaken</i>
Sophomore	24	1.3
Junior	51	1.5
Senior	84	1.7
Fifth	105	1.9

A student whose quality point ratio at the end of the fall semester is lower than that required to enter the succeeding year shall be placed on scholastic probation to make the required average. Students placed on summer school probation to raise their quality point average in order to be eligible to return in September will be required to meet these terms by attendance in the Summer Session at this institution. Each student is expected to be aware at all times of his academic status and to be responsible for knowing whether he is on scholastic probation.

The quality point ratio is calculated by dividing the accumulated number of quality points earned by the accumulated number of semester hours undertaken within the University (not semester hours passed). However, no more hours of "F" than hours of credit for a course will be used in ascertaining the quality point ratio. Required physical education activity courses and courses transferred from an institution other than the University of North Carolina are not included in the quality point ratio.

(See page 71 concerning freshman-sophomore requirements.)

The University reserves the right to deny the enrollment of a student even though he has met the above minimum quality point ratios if it is apparent from his academic progress in required courses that he will not be able to meet the graduation requirements.

HONOR ROLL

All students carrying 12 or more hours of course work are eligible for the Honor Roll. The roll is made up at the end of each semester, and the basis of selection for it is the quality point ratio attained in the semester. The Honor Roll includes the upper 8% of the freshman class, upper 10% of the sophomore class, and upper 12% of the junior and senior classes respectively. When the range of the highest 8%, 10%, or 12% of the given class has been determined, all students in that class whose quality point ratio falls within that range will be placed on the Honor Roll even though the number is greater than the allotted percentage for that class. Suitable recognition is accorded the recipients of this honor.

SUMMER SESSION CREDITS

Approval to be a visiting student at another college to have the credits transferred here for degree credit is to be obtained from the Associate

ACADEMIC REGULATIONS

Dean's Office. Students on scholastic probation must attend summer school at UNC-G to remove themselves from probation.

Students not registered during the spring semester but who plan to work for a degree here must have their summer session registration approved by the Director of Admissions.

Normally a student will take two courses, each carrying three semester hours credit. A maximum course load for a six weeks term is seven semester hours except that, when a student has a cumulative average of 3.00 or above, nine hours may be taken with the approval of the Associate Dean. The maximum number of hours which may be earned during two six weeks terms shall be fifteen.

TRANSFER CREDIT

See "Admission of Transfer Students" (page 61) for admissions requirements. The University at Greensboro accepts the accreditation of the North Carolina State Department of Education for colleges in the State. Colleges and universities outside of North Carolina must have accreditation of the appropriate regional accrediting agency for transfer credit to be accepted unconditionally. Credit for work done at a nonaccredited institution will be held in abeyance until the student has done one year of satisfactory work at the University. (The term "satisfactory" is defined as meeting the requirements stated in the catalog under the heading "Continuing in the University.") Below average grades in particular courses at the University will be considered just cause for denying transfer credit offered in similar subjects.

The nature of the work in some courses for which a student seeks credit upon transfer from another college is such that it is desirable that the credit be validated by an examination where departments require transfer credits to be so validated. The examination shall be administered by the department or school.

CORRESPONDENCE AND EXTENSION CREDITS

No credit will be given for correspondence or extension work taken while a student is registered for work at this University.

Not more than one-fourth of the requirements for a degree may be done by extension or correspondence work and not more than nine semester hours of this work may be done in any one year.

Extension credit will be accepted from any institution from which residence credit is accepted provided the student is a junior or a senior and has a cumulative average of at least C.

Correspondence credit will be accepted from the Extension Division of units of the University of North Carolina provided the student is a junior or a senior and has a cumulative average of at least C.

A validating examination will be required before a freshman or sophomore may receive credit for a course taken by extension or correspondence.



COURSE EXAMINATIONS

Every student is required to take an examination, if one is given, on every course for which he is registered. No examinations may be given except during the regular examination periods of the year in September and at the end of each semester. Please see the Calendar on page 3 of this catalog for the date of the September examination. (See exception for senior honors students page 99.)

EXAMINATIONS FOR PLACEMENT

It is important that a student with exceptional ability be enrolled in courses which are of sufficient difficulty to challenge the student to his best performance. It is urged that these students be encouraged to take examinations for placement without credit in order that they may take advantage of opportunities for advanced courses and for individual research or other creative endeavor.

Regulations

- I. Passing an examination of this type will not alter the number of hours required in that area or subject.
- II. Examinations for placement without credit will be administered by the departments or schools concerned.
- III. It is recommended that departments or schools make available to interested students reading lists and other source material which might assist the student in preparing for the examination.
- IV. Successful completion of an examination for placement at the 100 level in the student's major field shall have the effect of increasing the number of hours accepted toward graduation above the 100 level by the number of hours so waived.

ACADEMIC REGULATIONS

- V. In all cases where requirements or prerequisites are waived, by placement examination or other means, this fact should be reported in writing to the Committee on Special Examinations and should be entered on the student's record.

SPECIAL EXAMINATION FOR CREDIT-HOURS TOWARD GRADUATION

In exceptional circumstances students of proven ability who have independently pursued a systematic course of study may attempt, upon recommendation of the department or school concerned and endorsed by the Committee on Special Examinations, an examination to establish credit. Regulations

- I. Examination for credit may be given only on those courses which have been designated by the department or school concerned.
- II. The student must consult in advance with his adviser and with the head of the department or school concerned and give evidence of making adequate preparation for the examination, including any work designated by the department or school concerned.
- III. It is recommended that the department or school concerned make available to interested students reading lists and other source material to assist the student in preparation for the examination.
- IV. A fee will be charged, payable after the application has been approved. There will be no refund of any part of this fee regardless of the outcome of the examination.
- V. Not more than 12 semester hours may be earned toward fulfillment of graduation requirements by this method. Except with the permission of the Associate Dean and the approval of the Committee on Special Examinations, a student will not be allowed to apply for and take more than one special examination for credit at a regular examination period.
- VI. Credit and quality points will be granted only if the level of performance is C or better. Grades of D or F will not be entered on the student's record.
- VII. No examination for credit may be given which tests subject matter or techniques for which a student has received high school credit or in the case of transfer student which would serve to extend the number of hours allowed in transfer.
- VIII. No junior or senior may take an examination for credit in a freshman elective course.
- IX. Examinations for credit must be taken before the beginning of the last semester or before a twelve-week summer school of work im-

mediately preceding completion of requirements for graduation. Any exception to this regulation must go to the Committee on Special Examinations for action.

- X. No examinations for credit may be taken in a course during the semester in which the student is auditing that course.
- XI. Credits earned by Special Examination may not be used to fulfill residence requirements.

All special examinations for credit hours are under the supervision of a Committee on Special Examinations.

- I. Special examinations shall be given only during the regular examination periods.
- II. Applications shall be made to the Associate Dean, together with the written permission of the head of the department or school concerned, at least 30 days before the examination period.
- III. Each examination shall be a written examination, except in certain cases where mastery of techniques must be demonstrated either in combination with or in lieu of the written examination. The examination shall be kept on file in the office of the Vice Chancellor for Academic Affairs.
- IV. Each examination shall be administered by the department or school concerned and should be read by at least two members of the department.
- V. Results of all such examinations shall be reported to the Registrar prior to the first day of the next registration period.

CLASS ATTENDANCE REGULATIONS

The responsibility for class attendance is specifically placed upon the individual student. Each student must appreciate the necessity and privilege of regular class attendance, accept this personal responsibility, and accept the consequences of failure to attend. Students must recognize the vital aspects of class attendance and the fact that the value of this academic experience cannot be fully measured by testing procedures alone.

If a student's repeated absences threaten his progress in the course or impede the progress of the class, he may be asked to withdraw from the course with a grade of "WF."

Student's Responsibility:

- 1. The student is responsible for all material covered in each course for which he is registered. In no instance does absence from class relieve the student from the responsibility for the performance of any part of his course work.
- 2. The student is responsible for complying with any special attendance regulations specified by his instructor.

ACADEMIC REGULATIONS

3. The student is responsible for initiating any request to make up work missed because of a class absence. The decision to assist the student with "make-up" work, including tests, in every case rests with the instructor. If the instructor requests a statement concerning the reason for the absence, the student should obtain this statement from the appropriate office.

Instructor's Responsibility:

1. An instructor may prescribe such reasonable regulations as he feels necessary. At the beginning of each semester he shall inform the students in his classes of these special regulations.
2. The instructor is expected to keep a record of the attendance of the students in his classes.
3. When a student has been absent from three consecutive class periods or has been absent excessively, the instructor shall report the absences to the Associate Dean and may recommend appropriate action.

GRADUATION

The student will be held responsible for fulfilling all requirements of the degree for which he is registered. It is the student's responsibility to apply officially to the Registrar for his degree at the beginning of the semester in which he expects to graduate.

GRADUATION REQUIREMENTS

Every candidate for a degree must satisfy all of the specific requirements of the University and of the school or department in which he is majoring. He must present for graduation the specific number of hours required for the degree, the minimum being 120 semester hours exclusive of physical education, with a quality point ratio of at least 2.0 on hours undertaken. If more than 120 hours are taken, a quality point ratio of at least 2.0 must be maintained in relation to the hours undertaken.

NOTE: Required physical education courses carry no quality points and, therefore, will not be considered in computing averages.

RESIDENCE REQUIREMENTS

All students are expected to take their last year in residence at the University of North Carolina at Greensboro, except those students in programs offered in cooperation with another institution and approved by the faculty. With the approval of the Associate Dean, a student may take 15 of his last 60 hours at another approved institution.

A senior transfer student must complete at least 20 semester hours in residence for the degree, 12 of which must be in his major field. Credits earned by special examination may not be used to reduce the minimum residence requirement.

GRADUATION WITH HONORS

Honors are awarded to seniors at commencement. For *summa cum laude*, a minimum average of 3.90 is required; for *magna cum laude*, 3.60; for *cum laude*, 3.30. Averages are computed on the basis of those courses which have been undertaken for credit and which have been completed by the end of the first semester of the senior year. Any senior is eligible for honors who at the end of the first semester has completed at least 45 hours of work (not including hours for which credit has been received by special examinations) in residence at the University who has received not more than three semester hours of *F* in courses of Grade I and II.

TIME REQUIREMENTS

A student who does not graduate with the class with which he entered may meet general University requirements for graduation as stated in the catalog for the year he entered if he graduates within six years after his entrance; otherwise, he will be expected to meet the requirements as stated in the University catalog in effect at the time of his re-entry if he returns as a full-time degree student; if he re-enters as a part-time degree student, he will be expected to meet the requirements as stated in the University catalog in the year in which he begins work on his final 15 hours.

DUAL REGISTRATION, UNDERGRADUATE AND GRADUATE

Any senior who is required to take less than twelve semester hours of work in his last semester of residence to fulfill all requirements for the bachelor's degree may register for graduate courses for graduate credit provided approval is granted by the Dean of the Graduate School, the student's major adviser, and the Associate Dean. The total credit to be obtained in this way shall not exceed twelve hours including undergraduate credit.

REQUIREMENTS FOR A SECOND BACCALAUREATE DEGREE

A graduate of the University in one curriculum may receive a baccalaureate degree in a different curriculum by fulfilling the following conditions:

1. Meet all the requirements for the second degree.
2. Complete a minimum of 30 hours in residence beyond requirements for the first degree.
3. The same degree may not be awarded twice.

TRANSCRIPT OF RECORD

Only one complete transcript for each student registered will be furnished without charge. In the case of seniors applying for teaching certificates in North Carolina, one additional transcript is furnished without charge. Further copies will be supplied only on receipt of a fee of one dollar (\$1.00).



PART VII

Courses of Instruction

VII. COURSES OF INSTRUCTION

GENERAL INFORMATION

First semester courses are usually given odd numbers. Second semester courses are usually given even numbers.

A semester hour credit corresponds, unless otherwise stated, to one 50-minute class period per week through one semester.

A hyphen (-) between course numbers indicates that no credit toward graduation will be given for either course until both are successfully completed.

A comma (,) between course numbers indicates that independent credit is granted for the work of one semester.

The first of the figures enclosed in one or more parentheses immediately following the course title indicates the number of semester hours credit given for the course; the second and third figures indicate the number of lecture and laboratory hours (or studio) normally scheduled each week for one semester in the course. For example, (3:2:3) means that the course carries three semester hours credit and meets two lecture hours and three laboratory hours each week. Graduate and certain other courses may have only one figure enclosed in parentheses; for such courses this figure indicates the number of semester hours credit given. Unless three figures appear in the parentheses, there are no laboratory or studio hour requirements.

The notation Pr. appearing in the course description is an abbreviation for the word prerequisite.

Courses of Grade I are numbered 100-199 and are primarily for freshmen and sophomores; those of Grade II, 200-299, primarily for sophomores; those of Grade III, 300-399, primarily for juniors and seniors. Grade IV, 400-499, indicates courses open to seniors. Grade V, 500-599, includes courses open to advanced undergraduate and graduate students. Courses numbered 600-749 are open only to graduate students; courses numbered 750-799 are open to doctoral candidates only.¹

It is a requirement of the University that department heads obtain the special approval of the Vice Chancellor for Academic Affairs to offer regularly scheduled undergraduate classes for which fewer than ten students enroll or graduate classes for which fewer than five students enroll. If enrollment does not justify continuation of a class, it may be withdrawn.

¹Descriptions for these courses will be found in the Graduate School Catalog.

DEPARTMENT OF ART

Professors AGOSTINI, CARPENTER (Head of the Department), REARDON¹; Associate Professors BARKER, BARKSDALE; Assistant Professors CRIVY, DANIELSON, GREGORY, KELLEHER; Instructors KOLLATH, KNECHT, KUBIC, LOEWENSTEIN¹, REED, STEWART; Instructor-Curator TUCKER; Lecturers DEBS¹, INSLEY², MARTIN², STREETER³.

The program leading to the degree of Bachelor of Fine Arts (see p. 85) is available to a limited number of students who are taking their majors in the Art Department. For most students of art, the Bachelor of Arts degree with a major in Art is the most appropriate program since it takes full advantage of the diversified education available in the University. For certain students the professionally accelerated Bachelor of Fine Arts degree program, with its substantially greater number of studio art courses, is recommended. In general, if the student can afford financially, scholastically, and temperamentally to extend his education, possibly into graduate work, the Art Department recommends the Bachelor of Arts program.

The courses that the Art Department recommends to the student for the freshman year are identical in the B.A. and the B.F.A. programs. Freshman and sophomore students who wish to pursue the Bachelor of Fine Arts degree program in Art apply for admission to the program at the Art Department office in the middle of their second semester of attendance at the University. Upper-class transfer students apply in the middle of their first semester of attendance. A limited number of students will be admitted to the program each year.

Because of the limitations placed on out-of-department electives by the required education courses, all Studio Art majors who seek Teacher Certification in Art take a Bachelor of Fine Arts degree under either the Art Education I or the Art Education II sequences. (For the differences in these two sequences, see p. 86.)



¹Part-time.

²Fall semester.

³Spring semester.

ART

Major curriculum modifications were introduced for the freshman class entering in 1967. The new courses that fill out this new curriculum are added each year as that class progresses, and the old courses are dropped from the catalog.

The requirements for the Degree of Bachelor of Arts are given on page 68.

Courses essential within a Bachelor of Arts degree program to a Studio Art major are Art 105, 12 s.h. art history, two of the following three courses: 120, 140, 150.

Courses essential to an Art History major are Art 105, 303, 304, 305, 306, 6 s.h. of studio art.

COURSES FOR UNDERGRADUATES

190. Introduction to Studio Art (3:2:4). A basic course for nonart majors. Simplified studio projects in image making and system construction in two and three dimensions. One hour lecture on project-related masterpieces each week. Not open to art majors. Replaces old 101 for nonart majors.

199. Introduction to Independent Studio (1). A study of the facilities and working methods of professional artists based on selected historical readings and tours of artists' studios. Use and care of essential studio and shop equipment. Art majors only.

298, 299. Independent Studio I, II (1:3), (1:3). Open only to art majors. Required of B.F.A. Art majors except those in the Art Education I sequence. The student is encouraged to develop working habits and methods consistent with his intentions as an artist. Occasional criticism or conferences with a selected faculty member as needed. Pr. sophomore standing in a B.F.A. sequence, 199, or permission of the Department Head.

398, 399. Independent Studio III, IV (1:3), (1:3). Continuation of 299. Pr. junior standing and B.F.A. sequence (except Art Education I) or written permission of two department faculty and Head's approval, 199.

450. Coordinating Course (3:2:1). The purpose is to coordinate the previous course work of the student in the field of art. Pr. senior standing.

493-494. Honors Work (3:1:6)-(3:1:6).

Design

140. Design I (4:2:6). A basic course in the fundamentals of design. Work in two and three dimensions. Replaces old 101 for art majors.

240. Design II (2:1:3). A continuation of 140 with special emphasis on advanced standards of execution. Pr. 140.

242. **Letters, Signs and Symbols (2:1:3).** Letter forms, signs and symbols as configurations for design study. Pr. 140.
281. **Ceramics I (2:1:3).** A basic course in ceramics with emphasis on handbuilt forms. Fee \$8.
- 322, 324. **Costume Design and Fashion Illustration (3:1:6), (3:1:6).** A basic study of creative design in costume and illustration. Pr. 140, 120.
323. **Interior Design (3:1:6).** Creative work in interior design. Pr. 140, 223.
327. **Design for Advertising and Display (3:1:6).** A course for students interested in advertising art. Pr. 140, 227.
332. **Architectural Design (3:1:6).** Work in architectural design. Pr. 140.
336. **Introduction to Crafts (3:1:6).** Problems using a variety of materials including wood, clay, metal, and various textile processes.
343. **Techniques of Structures (2:1:3).** The theory and craftsmanship of small structures. Emphasis on the aesthetic and mechanical characteristics of common materials. Pr. 199, 240.
345. **Three Dimensional Design (2:1:3).** The development of three dimensional systems as objects and as environments. Formerly 331. Pr. 10 s.h. of studio art including 140.
346. **Kinetic Design (2:1:3).** Motion and time sequence in two dimensional and three dimensional design. Pr. 10 hours of studio art, including 140.
347. **Color Theory (2:1:3).** A study of major color theories and systems. Projects exploiting the properties of color in pigment, transparencies, and projected light. Pr. 140.
359. **Textile Design (3:1:6).** Emphasis on structural design in weaving. Pr. 140.
375. **Three Dimensional Design (3:1:6).** Problems using a variety of materials executed with emphasis on design and suitability for mass production. Pr. 105, 140.
380. **Ceramics (Raku Yaki) (2:1:3).** The materials and techniques of traditional Japanese *Raku Yaki* developed in various traditional and experimental object forms. Fee \$8.
381. **Ceramics II (2:1:3).** Wheel thrown forms; glazing and decorating techniques. Fee \$8.

Drawing, Painting and Printmaking

120. **Drawing and Pictorial Composition (4:2:6).** A basic course in the principles and practice of drawing in various media, the principles of pictorial composition as these relate to various expressive intentions.

ART

220. **Drawing and Pictorial Composition II** (2:1:3). A continuation of 120. Pr. 120.
221. **Life Drawing I** (2:1:3). Figure drawing from the model. Pr. 120. Fee \$10.
222. **Mechanical Drawing** (2:1:3). The basic information and skills required to produce and read working drawings and plans. Formerly 373.
223. **Perspective** (2:1:3). The study of linear perspective and its application in various media. Pr. 222.
226. **Woodcut and Wood Engraving** (2:1:3). The woodblock relief techniques as a printmaking medium. Pr. 120 or 140.
231. **Techniques of Painting** (4:2:6). A study of the materials and the characteristic processes of the major techniques available to the painter. Pr. 120, 199.
232. **Painting I** (2:1:3). A basic course in painting. Not recommended for students who have taken 231. Formerly 342. Pr. 120.
328. **Etching** (3:1:6). Technical processes of etching, drypoint, aquatint, soft ground, etc. Pr. 120.
335. **Painting II** (2:1:3). Studio course in painting with substantial work from the model. Emphasis on development of control of the medium for pictorial purposes. Pr. 231 or 232. Fee \$10.
337. **Painting III** (2:1:3). Continuation of 335. Pr. 335. Fee \$10.
429. **Lithography II** (2:1:3). Continuation of 229. May be repeated for credit with consent of the instructor or Department Head. Pr. 229.
439. **Rendering** (2:1:3). The special techniques and pictorial schemes appropriate to the rendering of architectural and product subjects. Pr. 222, 223.

Sculpture

150. **Sculpture** (4:2:6). A general course in the preparation and designing and modeling in clay. Fee \$18.
252. **Techniques of Sculpture** (4:2:6). A study of the tools, materials and characteristic processes of the major techniques available to the sculptor. Pr. 150, 199. Fee \$16.
352. **Moldmaking** (2:1:3). The materials and techniques of rigid and flexible molds. Fee \$8.
353. **Casting Metal** (2:1:3). Investing, pouring and finishing metal casting. Pr. 352. Fee \$8.

355. Sculpture II (2:1:3). Study of the sculptural and plastic problems encountered in various sculptural media. Pr. 150. Fee \$12.

356. Sculpture III (2:1:3). Continuation of 355. Pr. 355.

Photography

209. Photography (3:1:6). Scientific study of equipment and techniques used in photography. Special attention given to scientific and artistic conditions needed to portray photographically an original. Students must purchase films and papers.

286. Motion Photography I (2:1:3). An introduction to the equipment and techniques of motion photography. Experimentation with the medium; exposing and processing of film; some editing. Pr. consent of the instructor.

310. Advanced Photography (3:1:6). Continuation of 209. Emphasis placed on special techniques used in research laboratory, also field of art. Work with special types of film, including color. Students must purchase films and papers. Pr. 209.

386. Motion Photography II (2:1:3). An intermediate course in motion photography requiring the planning and execution of a complete film involving advanced techniques of animation and rephotographing/printing. Pr. 286.

History and Interpretation of Art

105. Introduction to Art (3:3). Intensive analysis of selected monuments and artists. Equals old 103.

301. History of Western Architecture (3:3). The history of architecture in Europe and the Americas from ancient Greece to the present. Formerly 357. Pr. 105 or junior standing.

303. Ancient Art (3:3). An historical survey of the visual arts of the Mediterranean Basin from prehistoric times to the Christian era. Formerly 330. Pr. 105 or junior standing.

304. Medieval Art (3:3). An historical survey of the visual arts within the Christian sphere from the early Christian era through the late Gothic period. Formerly 341. Pr. 105 or junior standing.

305. Renaissance through Rococo (3:3). An historical survey of the visual arts of Europe during the Renaissance, Mannerist, Baroque, and Rococo periods. Formerly 349. Pr. 105 or junior standing.

306. Modern Art (3:3). An historical survey of the visual arts in the west from circa 1790 to the present. Formerly 325. Pr. 105 or junior standing.

ART

329. **Primitive Art (1:1).** Examples of the arts of prehistoric and primitive cultures. Pr. junior standing.
334. **Arts of East Asia (3:3).** The development of architecture, sculpture, painting, and minor arts in India, China, and Japan. Pr. junior standing.
339. **American Art (1:1).** The major styles and artists of North America from Colonial times to the present. Pr. junior standing.
350. **Renaissance Art (1:1).** Selected types of Renaissance sculpture and painting. Pr. junior standing.
402. **Greek Art (3:3).** All media, architecture, sculpture, and vase painting, from the beginning, around 1000 B.C. to the end of the Hellenistic period. Pr. 303 (formerly 330) or senior standing with consent of the instructor.
403. **Early Medieval Art (3:3).** Early medieval art in Western Europe from ca. 500 A.D. to 1066 A.D. including Hiberno-Saxon (Celtic) Carolingian, Ottoman and Anglo-Saxon works. Pr. 304 or senior standing and instructor's approval.
404. **Romanesque Art (3:3).** Romanesque Art throughout Europe from ca. 1050 to ca. 1180 A.D. including architecture and all other media. Pr. 303 or senior standing and instructor's approval.
413. **Sculpture of Tribal Africa (3:3).** A presentation of tribal styles by geographical location with a consideration of the evidence of historical continuities. Pr. junior standing.

Art Education

363. **Curriculum and Teaching Methods in the Elementary School (3:2:2).** A study of the aims and the philosophy of art education in the elementary school. Pr. 140 or 190. Course taught in first half of semester for art majors. (Count as Art credit.)
365. **Curriculum and Teaching Methods in the Secondary School (3:2:2).** A study of the aims, the philosophy and the curricula of art education in the secondary school; the selection, preparation and use of teaching materials. A nine week course offered the first half of the semester. Pr. 18 semester hours of art. (Count as Art credit.)
465. **Student Teaching (6:1:0).** A nine week course during the second half of the semester. Supervised student teaching at the elementary and secondary school level. Pr. senior standing with a 2.0 average, Education 450, Art 363, 365. Certificate requirement for Art Education majors. \$10 fee. Students must apply for Student Teaching in the spring semester preceding the year in which 465 is taken. (Count as Education credit.)

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

569. Studio Problems (3:3). Special problems adjusted to the needs and interests of the individual students. Pr. senior or graduate standing.

581. Painting (4:1:8). Theories, methods, and techniques characteristic of recent trends in painting. Pr. senior or graduate standing.

COURSES FOR GRADUATES

A graduate major in Studio Art is offered within the Department of Art as part of degree programs leading to the Master of Education in Art or to the Master of Fine Arts. Graduate courses sufficient to constitute a minor in Art History are also available.

603. Motion and Art (3:3).

626. Woodcut and Wood Engraving (3:1:6).

628. Etching (3:1:6).

631. Design (3:1:6).

642, 660, 664. Drawing and Painting (3:1:6), (3:1:6), (3:1:6).

651. Lithography (3:1:6).

654. Art Education (3:3).

655, 656. Sculpture (2:1:3), (2:1:3).

657, 658. Sculpture (4:2:6), (4:2:6).

659. Studio Problems, Sculpture (4).

687, 688. Painting Research Seminar (3:3), (3:3).

699. Thesis (2 to 6).

MINOR PROGRAM MAY BE SELECTED FROM THIS GROUP:

634. Painting in East Asia (3:3).

649. Italian Renaissance Painting (3:3).

650. Northern Renaissance Painting (3:3).

661, 662. Modern Painting (3:3), (3:3).

690. Experimentation and Analysis — Painting and the Graphic Arts (3:1:6).

Philosophy 690—Aesthetics—required of all candidates for the degree of Master of Fine Arts in Studio Art.

BIOLOGY

DEPARTMENT OF BIOLOGY

Professors EBERHART (Head of the Department), ANDERSON, ANDERTON, WILSON; Associate Professors BATES, GANGSTAD, HARPSTER, LUTZ, MORRISON, ROGERS; Assistant Professors CUTTER, HENDRICKSON, McCRADY, SANDS; Lecturers LUND, McLENDON; Instructors BOWEN, HARRIS, PATRICK, POER.

The department permits those students who can demonstrate a mastery of the material covered by its General Biology course to register for advanced courses. It also encourages students who demonstrate superior ability to undertake special problems, assistantships, and Honors Work. These students are also advised to apply for admission to the Summer Undergraduate Research Programs sponsored by the National Science Foundation and to present papers before the Collegiate Academy of the North Carolina Academy of Science.

101-102. General Biology (3:2:3)-(3:2:3). A study of basic biological principles as they relate to cells, organisms, and the environment. Special emphasis is given to cellular physiology, genetics, phylogeny, ecology, and evolution.

222. Plant Morphology (3:2:3). A study of the plant kingdom from an evolutionary point of view, with emphasis on structure, function, reproduction, habitat, and probable phylogenetic relationships. Pr. 101-102.

241. Invertebrate Zoology (3:2:3). A survey of invertebrate zoology with emphasis on representative types. Pr. 101-102.

253. Vertebrate Morphogenesis (4:2:6). A comparative study of the anatomy of vertebrate embryos and adult forms. Laboratory work includes dissection of representative vertebrates and microscopic study of the stages of embryonic development. Pr. 101-102.

271. Mammalian Anatomy (3:2:3). Human anatomy with study of skeletons, models, and anatomical preparations and the dissection of the cat. Pr. 101-102.

277. Vertebrate Physiology (4:3:3). A study of human physiology with emphasis on homeostatic mechanisms. Pr. 101-102, high school chemistry with a grade of C or better.

321. Floriculture (3:3). The practical aspects of plant anatomy and physiology are applied to the growth and care of domestic plants, including propagation methods, soil requirements, and the control of plant diseases. The basic principles of landscape and floral design are emphasized with demonstrations and field trips.

¹This course cannot be used to fulfill the science requirements for graduation.

BIOLOGY

324. Plant Physiology (3:2:3). A study of the physiological processes involved in plant growth and behavior including the effect of such environmental factors as climate and soil. Pr. 101-102 or Chem. 111, 112 or 114.

333. Natural Science (3:2:3). A general course to cultivate interest and understanding of the natural environment with field study of natural sites. One overnight trip.

372. Histology and Microtechnique (3:1:6). Histological study and preparation of animal cells, tissues, and organs. Pr. 271 or 253.

383. Introduction to Clinical Pathology (3:2:4). The course introduces the student to a career in medical technology. Stress is placed upon the reasons for doing clinical tests and only to a lesser extent on actual performance of tests. The subject matter includes the relationship of the laboratory to medical practice, the causes of disease, and the effects of disease, both structural and physiological. Practical procedures are correlated with the underlying principles of biology and chemistry.

493-494. Honors Work (3:3)-(3:3).

499. Biological Problems (3 or more). Individual studies in biological research. Laboratory work and readings of the student will be guided by regular conferences with the instructor in charge. Times by arrangement. The problem will be planned with the Director of Undergraduate Biology Research during the fall semester.

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

524. Local Flora (3:2:3). Classification and identification of flowering plants with field work and one overnight trip. Pr. 101-102 or 222.

525. Plant Histology and Anatomy (3:2:3). Preparation of plant materials for microscopic study and the origin, differentiation, and organization of plant tissues. Pr. 222, 324.

527. Terrestrial Ecology (3:2:3). Relationship of organisms to their environment with emphasis on plant associations and distributions. Field work with one overnight trip. Pr. 101-102.

529. Aquatic Ecology (3:2:3). A study of aquatic organisms and environments with emphasis on basic principles of population and community ecology. Pr. 101-102; 241 is desirable.

535. General Biochemistry (3:3). Chemical properties of major cellular compounds; biosynthesis, degradation, and function of carbohydrates, lipids, proteins, nucleic acids, vitamins, and hormones; energy metabolism; enzymatic catalysis. Pr. Chem. 212 or 205.

¹This course cannot be used to fulfill the science requirements for graduation.

BIOLOGY

545. **General Biochemistry Laboratory** (1:0:3). Experimental work designed to complement the lecture material of Biology 535. Pr. 535. (May be taken concurrently.)
536. **Topics in Biochemistry** (3:3). Selected biochemical topics such as: protein biosynthesis; thermodynamics of biological systems; cellular regulatory processes, mechanisms of enzymatic catalysis; chemistry of nucleic acids and proteins. Pr. 535 and permission of the instructor.
546. **Advanced Biochemistry Laboratory** (2:0:6). Experimental work of direct relevance to current biochemical research. Independent work and experimental design will be emphasized. Pr. 545 and permission of the instructor.
549. **Coordinating Course: Problems in Biology** (3:3). Current problems in the biological sciences. The student is expected to make individual contributions in the form of independent reading, bibliographic work, and simple laboratory experiments.
554. **Experimental Embryology** (4:2:6). Basic principles of development are studied in lecture, laboratory, and seminar. Experiments on fertilization, cleavage, gastrulation, regeneration, and transplantation are conducted on the sea urchin, frog, and chick. The course includes a study of fertilization, induction, differentiation, growth, regeneration, and wound healing. Pr. 101-102, 253 or permission of the instructor.
570. **Natural History of Vertebrates** (3:2:3). Classification, identification, and life histories of all classes of vertebrates, with field work. Pr. 101-102.
575. **Physiology of Activity** (3:2:3). Mechanisms involved in the adjustments of the human body to physical activity. Pr. 271, 277 and Chem. 111, 112 or 114.
577. **Physiology of Vertebrates** (3:2:3). The function and control of mechanisms of vertebrate animals, with basic laboratory techniques in physiology. (Not open to those who have taken 277.)
578. **Cellular Physiology** (3:2:3). The fundamental activities of cells with respect to nutrition, response, growth, and reproduction; considering animal cells, plant cells, and microorganisms.
581. **General Microbiology** (3:2:4). The fundamentals of microbiology, emphasizing the role of microorganisms in everyday life. Pr. 101-102, Chem. 111, 112 or 114, (211-212 recommended).
582. **Pathogenic Bacteriology** (3:2:4). Relation of pathogenic microorganisms to disease in man. Pr. 581.
584. **Immunology** (3:2:4). The principles of immunology and serology with laboratory applications. Pr. 581.

BUSINESS EDUCATION

592. **Genetics (3:3).** Mendelism and modern trends in genetics. Theory of organic evolution. Pr. 9 hours of biology or permission of the instructor.

595. **Advanced Genetics (3:3).** Selected topics in genetics at an advanced level. Emphasis is placed on the comparative view of molecular and microbial genetics with reference to the implications that these systems have for the genetic mechanisms of higher animals and plants. Pr. general genetics course or its equivalent.

COURSES FOR GRADUATES

611. **Seminar in Ecology (3:3).**

614. **Seminar in Developmental Physiology of Insects (3:3).**

620. **The Development of Modern Concepts in Biology (3:3).**

621. **Seminar in Biochemical Genetics (3:3).**

633. **Seminar in Biochemistry (3:3).**

641. **Seminar in Mammalian Cytogenetics (3:3).**

691. **Advanced Problems in Biology.**

691a Biochemistry-physiology, 691b developmental biology, 691c morphology (plants or animals), 691d genetics-evolution, 691e ecology-animal behavior.

695. **Techniques in Biological Research (3:2:3).**

699. **Thesis (3) to (6).**

THE SCHOOL OF BUSINESS AND ECONOMICS¹

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

DAVID H. SHELTON, Dean

The newly organized School of Business and Economics offers undergraduate curricula leading to the degrees of Bachelor of Science and Bachelor of Science in Secretarial Administration. In collaboration with the College of Arts and Sciences, the Bachelor of Arts is also offered.

In the Bachelor of Science program, a major in Business and Economics may be completed in any of four areas of concentration: (1) Accounting; (2) Business Administration; (3) Economics; and (4) preparation for certification as a social studies teacher. In the Bachelor of Science in Secretarial Administration, five concentrations are possible. These are:

¹See Department of Business Education and Secretarial Administration and Department of Economics and Business Administration.

BUSINESS EDUCATION

(1) a sequence meeting the requirements for the North Carolina Basic Business Teacher Certificate; (2) a sequence meeting the requirements for the North Carolina Comprehensive Business Teacher Certificate; (3) a sequence meeting the requirements for the North Carolina Distributive Education Teacher Certificate; (4) a merchandising sequence; and (5) a secretarial sequence.

In the Bachelor of Arts program a major in Business and Economics may be completed in any of three areas of concentration: (1) Business Administration; (2) Economics; and (3) preparation for certification as a social studies teacher.

All degree programs in the School contemplate that students will receive a broad foundation in the liberal arts. Except for a limited number of basic courses, it is usual for students to reserve specialized courses for their last two years of undergraduate study. Sequences of courses leading to certification as business education or social studies teachers are exceptions to the generalization made above and should be planned carefully with advisers from the time the student enters the University.

Basic requirements for B.A. or B.S. degrees earned by students in the School of Business and Economics are the same as for the University at large. Special requirements for completing the major in any of the several course sequences exist, and faculty advisers should be consulted about these. Requirements for the degree Bachelor of Science in Secretarial Administration are set forth on page 83.

Graduate study leading to the degrees of Master of Arts (major in Economics), Master of Science in Business Administration, Master of Science in Business Education, or Master of Education (major in Business Education) is available. Day and evening classes in these graduate degree programs are available during the regular academic year and in the summer session.

For details of graduate programs see the Graduate School Catalog.

DEPARTMENT OF BUSINESS EDUCATION AND SECRETARIAL ADMINISTRATION¹

Professors LITTLEJOHN (Head of the Department), ALLEN, HARDWAY; Associate Professor WHITLOCK; Assistant Professors GRILL, SIEVERS, SMITH; Instructor JONES; Lecturers GLOSTER, REAVIS.

The curriculum leading to the degree of Bachelor of Science in Secretarial Administration integrates a broad general education with special education for students who are planning to enter business or business teaching. Five areas of concentration are provided: (1) a business teacher sequence, lead-

¹In the newly formed School of Business and Economics.

BUSINESS EDUCATION

ing to basic business teaching positions in secondary schools, junior colleges and business colleges—meeting the requirements for the North Carolina Basic Business Teacher Certificate; (2) a business teacher sequence, leading to clerical, stenographic, and basic business teaching positions in secondary schools, junior colleges and business colleges—meeting the requirements for the North Carolina Comprehensive Business Teacher Certificate; (3) a distributive education sequence, leading to store service positions and distributive education positions in secondary schools—meeting the requirements for the North Carolina Distributive Education Teacher Certificate; (4) a merchandising sequence, leading to store service positions; (5) a secretarial sequence, leading to secretarial and related positions.

The requirements in the freshman and sophomore years comprise a basic liberal arts program. Basic courses in economics and business administration which provide a fundamental understanding of the operation of business and economic organization are prerequisite for the more specialized courses offered in this department.

For the requirements for graduation with the degree of Bachelor of Science in Secretarial Administration, see page 83.

Graduate work leading to the degree of Master of Science and Master of Education with a major in business education is offered through courses in both the regular sessions and the summer sessions at the University of North Carolina at Greensboro.

See also the Graduate School Catalog.

COURSES FOR UNDERGRADUATES

111. Fundamentals of Typewriting (1:3). Development of basic typewriting skills as a vehicle of communications.

112. Intermediate Typewriting (1:3). Further emphasis on basic typewriting skills with their application to business letter writing, tabulating, manuscript typewriting, and an introduction of office production and office production measurement. Pr. 111 or the approved equivalent.

213. Problems in Typewriting (1:3). Problems involving statistical reports, rough drafts, financial reports, legal forms, manuscripts, duplicated reports, and other selected forms and reports. Continued emphasis on letter production problems. Pr. 112 or the approved equivalent.

214. Advanced Problems in Typewriting (1:3). Development of sustained production on advanced simulated typewriting problems commonly met in business offices. Measurement by office standards. Pr. 213 or the approved equivalent.

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314. Business Data (3:3). Uses, sources, correct interpretation, and common fallacies of numerical data in business and economics. Principles and practice in collecting, presenting, analyzing, and interpreting elementary statistical material.

321-322. Shorthand and Transcription (3:5)-(3:5). Mastery of Gregg Shorthand. Application of the skills of shorthand, typewriting, and English in transcriptions. Pr. 112 or the approved equivalent.

333. Business Machines (3:1:4). Basic course in the operation, use, and care of office machines and equipment, including filing; offset and fluid process duplicators; dictation and transcribing machines; adding, calculating, and posting machines. Pr. 112 or the approved equivalent.

334. Principles of Automatic Data Processing (4:3:2). Programming, wiring, and operation of unit record equipment. Card design, key punching, sorting, collating, and the preparation of reports. Introduction to flow charts and systems design. Not open to freshmen.

335. Fortran Programming (3:3:1). Development of the Fortran language as a tool for solving scientific, statistical, and other mathematics-related problems on modern digital computers. The course will cover expressions in Fortran, algebraic statements containing arithmetic functions and exponentiation, problem logic and input and output record description. Pr. basic knowledge of algebra.

338. Institution Accounting (3:2:2). Principles and techniques of accounting applied to a school cafeteria, the nutrition department of a hospital, a college residence hall, a city club, and similar organizations.

368. Principles of Business Education (3:3). Aims and objectives of business education. Scope and functions of the agencies and institutions for business education. Evaluation of various business curricula in relation to modern educational philosophy, trends in business education, and findings of research.

413. Special Problems in Business Education (1 to 3). Opportunity for students majoring in Business Education to work individually on problem of special interest. Work may represent a survey of a given field or intensive investigation of a particular problem. Students should secure recommendation from an instructor and consult the head of the department before registering for the course. Pr. senior or second-semester junior.

423. Secretarial Problems and Procedures (3:2:2). Review of Gregg Shorthand. Emphasis on transcription proficiency. Introduction to routine secretarial procedures. Minimum amount of work experience required preceding or during this semester. Pr. 321-322 or the approved equivalent.

424. Administrative Secretarial Problems and Procedures (3:2:2). Retention of recording and transcription speed attained in 423. Emphasis on

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specialized business vocabularies. Application of knowledges and skills to office practices and procedures specific to the administrative secretary. Pr. 423 and 333 or the approved equivalent.

433. Calculating Machines (2:0:6). Development of a proficiency in the use of adding, calculating, and posting machines.

451-457. Curriculum and Teaching Methods in Business Education. Analysis and evaluation of objectives, materials, strategies, and methods for teaching the various business education areas. Selection of a minimum of three required for graduation in a teacher education sequence. Pr. admission to student teaching.

451. Basic Business (1:1).

452. Bookkeeping (1:1).

453. Cooperative Programs (1:1).

454. Distributive Education (1:1).

455. Office Practice (1:1).

456. Shorthand (1:1).

457. Typewriting (1:1).

465. Supervised Teaching (6). Observation, teaching under supervision, and participation in the total school and related community activities of a teacher. Full-time responsibility for one-half semester or equivalent. Fee \$20.

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

501. Intermediate Accounting I (3:3). Study of financial statements and the items that comprise them, with major attention to theory and procedures involved in valuation, reporting, and interpreting working capital items. Pr. Business Administration 233-234 or the approved equivalent. Same as Business Administration 501.

502. Intermediate Accounting II (3:3). A continuation of the study of financial statements and the items which comprise them, with major attention to procedures involved in valuation, reporting, and interpreting noncurrent items. Special attention given to accounting for stockholders' equity, to ratios and measurements, and to error analysis and corrections. Pr. Business Administration 233-234 or the approved equivalent. Same as Business Administration 502.

504. Office Management (3:3). Principles and successful practices in the management of the flow of information within an enterprise. The basic management functions of planning, controlling, organizing, and actuating are applied to physical facilities, procedures, and personnel.

BUSINESS EDUCATION

- 506. Introduction to Retailing (3:3).** Introductory course in the fundamentals of retail store organization, management, and merchandising.
- 507. Merchandise Analysis (3:3).** Study of selected items of nontextile merchandise. Special problems involved in merchandising. Pr. 506 or consent of instructor.
- 508. Operating Problems in Retailing (3:3).** An examination and evaluation of policies and practices in the field of retailing, with emphasis on advertising and sales promotion and their economic significance. Pr. 506 or consent of the instructor.
- 509. Business Communications (3:3).** Analysis, composition, and dictation of effective business letters and reports. Communication as a management function within the business enterprise and with the public.
- 511. Income Tax Accounting (3:3).** Study and interpretation of the tax structure and tax principles. Analysis and interpretation of accounting principles and procedures related to tax accounting. Application of tax and accounting principles to specific problems. Pr. Bus. 233-234. Same as Business Administration 511.
- 512. Cost Accounting (3:3).** Cost accounting principles, systems, procedures, and practices. Cost principles, cost determination procedures, cost control, and cost analysis. Cost and profit analysis for decision-making purposes. Pr. Bus. 233-234. Same as Business Administration 512.
- 513. Auditing (3:3).** The theory and practice of auditing as related to the reporting of financial data. Auditing standards, professional ethics, and related matters are studied. Pr. Bus. 233-234 or equivalent. Same as Business Administration 513.
- 518. Advanced Merchandising (3:3).** A study of merchandise policies, buying, stock planning and control, and merchandise pricing. Principles and practices of credits and collections in modern retail stores. Pr. 506 or consent of instructor.
- 527. Personnel Administration (3:3).** Policies and procedures used in obtaining, developing, and maintaining an efficient work force, (i.e., recruiting, selection, training, placement, promotion, transfer, salary administration, etc.). Analysis of cases with individual and group problems. Same as Business Administration 527.
- 535. Electronic Data Processing I—Basic Concepts (3:3).** An introduction to basic computer concepts. The development of understanding in the programming of the 1401 computer at the machine language level.
- 536. Electronic Data Processing II—Assembler Languages Programming (3:3).** Introduction to processors and compilers. Use of Autocoder, Fortran, Cobol languages with emphasis on developing initial programming skill.

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543. Numerical Analysis and Computing (3:3). Number systems and errors, solutions of nonlinear and linear systems, eigenvalue problems, interpolation and approximation, numerical differentiation and integration, solution of differential equation. Formerly 490. Pr. Mathematics 293 or consent of Mathematics Department. Same as Mathematics 543.

544. Numerical Analysis and Computing (3:3). Continuation of 543 with special topics in numerical analysis with emphasis on applied mathematics. Students will be required to present papers on topics involving a substantial programming effort. Formerly 491. Pr. 543 or consent of Mathematics Department. Same as Mathematics 544.

550. Directed Business Practice (1-4:1:3-12). Planned work experience approved in advance by instructor. Coordinating conferences and seminars. Pr. advanced undergraduate standing in business education and consent of instructor.

COURSES FOR GRADUATES

The graduate program in business education for the Graduate School of the University of North Carolina is a function of the University of North Carolina at Greensboro. The program is designed to prepare master teachers and supervisors of business subjects, including teachers and heads of departments in secondary schools, junior colleges, and teacher-education institutions. A special leaflet outlining the requirements for the master's degree programs may be obtained from the head of the department on request.

605. Business Statistics (3).

610. Research in Business Education (3).

611. Analysis of Research (3).

612. Field Study (1-3).

613. Independent Study in Business Education (1-3).

614. Testing and Evaluation in Business Education (3).

615, 616. Seminar in Teaching (1:1), (1:1).

620. Major Issues in Business Education (3).

624. Administration and Supervision of Business Education (3).

625. Curriculum Problems in Business Education (3).

629. The Instructional Program in Vocational Office Education (3:3).

630. Instructional Program in Basic Business (2).

631. Instructional Program in Bookkeeping (2).

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- 633. Principles and Philosophy of Vocational Business Education (2 or 3).
- 634. Automatic Data Processing for Business Teachers (4:3:2).
- 635. Instructional Program in Gregg Shorthand (2).
- 636. Instructional Program in Typewriting (2).
- 639. Instructional Program in Office Practice (2 or 3).
- 640. Retail Personnel Problems (3).
- 649. Operations Research (3).
- 670. Managerial Accounting (3:3).
- 699. Thesis (3).

DEPARTMENT OF CHEMISTRY

Professors PUTERBAUGH (Head of the Department), MILLER, SCHAEFFER, SCHROEDER; Associate Professors ANDERSON, HERMAN, VANSELOW; Assistant Professors EDWARDS, FELTON, FORRESTER, GRAVES, KNIGHT; Instructor SPENCER; Lecturer MAGGIOLO.

The student may elect to major in chemistry and obtain either a B.A. or a B.S. degree. The University of North Carolina at Greensboro is on the list of schools approved by the American Chemical Society to offer professional training in chemistry. By following the program outlined below under the B.S. degree, the student will be certified to the Society upon graduation as having fulfilled the minimum requirements for professional training as specified by the Society. Such certified graduates are eligible for full membership in the Society after two years of experience following graduation. However, it is possible for a student to major in chemistry under a less specialized program as outlined below under the B.A. degree. Such majors are eligible for full membership in the Society after five years of experience following graduation.

B.A. Degree: In addition to the General Degree Requirements for the B.A. degree, the student must take: Mathematics 292, Physics 103-104, Chemistry 111-114, 211, 212, 216, 311, 312, 315, 316, 325, 361, 501, 502 plus at least one elective course in chemistry.

B.S. Degree: In addition to the General Degree Requirements for the B.S. degree, the student must take: Mathematics 292, Physics 103-104, Chemistry 111-114, 211, 212, 216, 311, 312, 315, 316, 325, 361, 501, 502, 504, 506, 517 plus at least *one* course selected from the following: Chemistry 491, 492, 508, Biology 536, Mathematics 390, 394, Physics 321, 322, 324, 335,

CHEMISTRY

450. A total of 12 hours is required in the Humanities. If the student desires ACS certification, his choice under the foreign language requirement must be either German or Russian.

The University sponsors a Polymer and Coatings Program. Students in this program take, in addition to the above courses required of all majors, Chemistry 307, 308 in the junior year and Chemistry 491, 492 in the senior year. The Federation of Societies for Paint Technology and area coatings and polymer industries also support this program and have made available a number of scholarships to worthy students intending to follow the program.

111. General Chemistry (4:3:3). Introduction to the fundamental principles of chemistry, including stoichiometry, atomic and nuclear structure, bonding forces and states of matter. Mr. Anderson, staff.

112. General Chemistry and Qualitative Analysis (4:3:3). A continuation of 111 with attention to ionic equilibria, acid-base theory, coordination chemistry, and elementary organic chemistry; laboratory work includes semi-micro inorganic qualitative analysis. Designed primarily for non-science majors. With Chemistry 111 will meet one year of the science requirements for graduation but will not serve as a prerequisite for upper level courses in chemistry. Pr. 111. Miss Forrester, staff.

114. General Chemistry and Qualitative Analysis (4:3:3). A continuation of 111 with attention to ionic equilibria, introduction to elementary kinetics and thermodynamics, acid-base theory, coordination chemistry, and electrochemistry; laboratory work includes semi-micro inorganic qualitative analysis. Designed primarily for science majors and is the prerequisite to upper level courses in chemistry. Pr. 111. Mr. Anderson, staff.

205. Introductory Organic Chemistry (4:3:3). A survey of organic chemistry designed for those students whose programs require only one semester in this area. Credit cannot be obtained for both Chemistry 205 and 211. Pr. 111-114. Miss Forrester.



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211. Organic Chemistry I (3:3). A study of the chemistry of aliphatic and aromatic hydrocarbons, and halides, with attention to reaction mechanisms and synthetic applications. Pr. 111-114. Mr. Edwards, Mr. Knight, Mr. Puterbaugh.

212. Organic Chemistry II (3:3). A continuation of 211 with attention to alcohols, ethers, aldehydes and ketones, carboxylic acids and derivatives, amines, lipids and carbohydrates. All students must take Chemistry 216 concurrently unless excused by permission of the department head. Pr. 211. Mr. Edwards, Mr. Knight, Mr. Puterbaugh.

216. Organic Chemistry II Laboratory (1:0:4). Laboratory work to accompany the material of Chemistry 212. Includes the basic techniques of organic laboratory practice plus preparations involving representative reactions. Pr. 212 concurrently. Mr. Edwards, Mr. Knight, Mr. Puterbaugh.

301. Fundamental Principles of Chemistry (3:2:3). A one semester introduction to inorganic and organic chemistry designed for elementary education majors. This course cannot be used to fulfill the science requirement for graduation nor count towards a major in chemistry. Not open for credit to students who have had 111-112 or 114. Miss Schaeffer.

307, 308. Polymer and Coatings Chemistry (3:3), (3:3). A study of the fundamental principles involved in the preparation and formulation of pigments, oils, and polymeric resins important to the coatings and polymer industries. Offered in connection with the Polymer and Coatings Program. Pr. 212. Mr. Maggiolo.

311. Physical Chemistry I (3:3). An introductory course in theoretical chemistry. Subjects include the wave mechanical treatment of atomic structure and chemical bonding. Molecular structure and spectroscopy are introduced. Pr. Calculus II, Chem. 212, Physics 104. Mr. Vanselow.

312. Physical Chemistry II (3:3). Chemical thermodynamics, including the theory of gases, the thermodynamics of solutions and chemical equilibria. Chemistry majors must take Chemistry 316 (laboratory) either concurrently or subsequently. Pr. Calculus II, Chem. 212, Physics 104. Mr. Graves, Mr. Vanselow.

315. Organic Chemistry III (2:1:4). Further laboratory practice in preparative organic chemistry, including the application of newer instrumental methods important to the organic field, such as spectroscopic and chromatographic techniques. The lecture work includes discussions of the theoretical principles underlying the preparative reactions and instrumental methods. Pr. 212. Mr. Knight, Mr. Schroeder.

316. Physical Chemistry II Laboratory (2:0:8). Experimental work in the measurements of physico-chemical quantities in thermodynamics, chemical

¹Chemistry 221, 222, Organic Chemistry (4:3:3), (4:3:3), offered in summers only, is described in the Summer Session Catalog.

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kinetics, spectroscopy, and radiochemistry. The mathematical treatment of experimental data and the communication of results in report form will be emphasized. Pr. 312 (preferably taken concurrently), 325. Mr. Graves, Mr. Vanselow.

325. Inorganic Quantitative Analysis (4:2:6). Introduction to the theory and practice of volumetric and gravimetric methods of analysis. Pr. 111-114. Mr. Herman.

361. Literature Searches and Report Writing (1:1). Instruction in the use of the library and the literature of chemistry and preparation of technical reports of various types. Pr. two years of chemistry; reading knowledge of German would be helpful. Miss Forrester.

491, 492. Independent Study (1-3), (1-3). A directed program of independent study and research for the qualified student. Pr. at least 24 hours in chemistry and permission of the department head and instructor under whom the student wishes to work. A B+ or better average in chemistry is recommended. Staff.

493-494. Honors Work (3)-(3).

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

501, 502. Chemistry Seminar (1:1), (1:1). The presentation of oral reports and discussions of topics from the current literature of chemistry by students, staff and guest lecturers. Required of all senior chemistry majors and graduate students. Staff.

504. Qualitative Organic Analysis (3:2:4). The systematic identification of organic compounds including the use of chromatographic and spectroscopic methods as well as classical techniques. Pr. 212. Mr. Schroeder.

506. Advanced Analytical Chemistry (4:2:6). Practice in advanced quantitative analysis with attention given to instrumental methods such as potentiometric and amperometric titrations, electrogravimetric, chromatographic, photometric and spectrophotometric methods of analysis. Pr. 312 (may be taken concurrently), 325. Mr. Herman.

508. Advanced Organic Chemistry I (3:3). Advanced topics in organic chemistry with special emphasis on reaction mechanisms and stereochemistry. Pr. 212, 312. Mr. Edwards, Mr. Knight.

517. Advanced Inorganic Chemistry I (3:3). The modern concepts of chemical bonding and its application to inorganic reactions and periodic relationships. Pr. 312 (may be taken concurrently). Mr. Anderson.

521. Physical Chemistry III (3:3). Chemical kinetics, theoretical foundations, and applications to representative systems. Pr. 312. Mr. Graves.

CLASSICAL CIVILIZATION

COURSES FOR GRADUATES

- 601. NSF Institute in Chemistry Study for Secondary School Teachers (7).
- 604. Advanced Polymer Chemistry (3:3).
- 612. Advanced Inorganic Chemistry II (3:3).
- 616. Structure Determination (3:3).
- 618. Advanced Organic Chemistry II (3:3).
- 622. Chemical Bonding (3:3).
- 650. Advanced Special Topics in Chemistry (1-6).
650a Analytical (Pr. 506), 650b Biochemistry (Pr. 508), 650c Inorganic (Pr. 612), 650d Organic (Pr. 508), 650e Physical (Pr. 521).
- 661. Research Problems in Chemistry (1-6).
661a Analytical, 661b Biochemistry, 661c Inorganic, 661d Organic, 661e Physical.
- 699. Thesis Research in Chemistry (6).

DEPARTMENT OF CLASSICAL CIVILIZATION

Associate Professor LAINE (Head of the Department); Instructor HALL.

COURSES IN ENGLISH TRANSLATION

(No knowledge of Greek or Latin required)

- 111. **Mythology** (3:3). Designed mainly for freshmen. The great myths of the world, with frequent references to the literature which they inspired. The Greek, Roman, and Norse mythologies are stressed. Primary sources only are read. Mr. Laine.
- 303. **Ancient Art.** See Art 303.
- 335, 336. **Greek and Latin Literature in Translation** (3:3), (3:3). The art of epic poetry and influence of Greek and Roman epic upon **subsequent** literature; Homer and Vergil. Greek tragedy and Greek and Latin historical literature. Greek literary and religious conceptions; the ideals making Greek culture pre-eminent in the history of thought; the influence of Greek literature upon subsequent thought.
- 397. **Comparative Studies in World Epics** (3:3). A course in the comparative study of major world epics in translations. The following works will be read in whole or in part: *Iliad*, *Odyssey*, *Aeneid*, *Chanson de Roland*, *Nibelungenlied*, *Divine Comedy*, *Jerusalem Delivered*, *Beowulf*, *Paradise Lost*, *Paradise Regained*, Joyce's *Ulysses*. Mr. Laine.

CLASSICAL CIVILIZATION

398. **Comparative Studies in World Drama (3:3).** Comparative studies in translations of some of the Greek, Latin, and modern plays. Representative plays from Aiskhylos through Euripides, Seneca, Terence, Racine, Goethe, O'Neill, Cocteau, and Anouilh. Mr. Laine.

GREEK

201-202. **Elementary Greek (3:3)-(3:3).** Greek language and cultural influences. Emphasis on the principles of grammar and attention to the correlation of Greek grammar with the grammar of modern languages. Mr. Laine.

203-204. **Intermediate Greek (3:3)-(3:3).** Designed to develop fluency in the reading of Greek and to introduce the student to a part of the great literature of the past. Selections from Plato, Herodotos, etc. Pr. 201-202 or two entrance units. Mr. Hall.

325, 326. **Homer (3:3), (3:3).** Selections from *Iliad* and *Odyssey*. Mr. Laine.

350, 351. **Greek Lyric and Pastoral Poetry (3:3), (3:3).** Survey of Greek lyric poetry with emphasis on Sappho and Alkaïos; the pastoral poetry of Theokritos, Bion, and Moskhos. Pr. 203-204 completed or taken concurrently. Mr. Laine.

352, 353. **Greek Historical Writers (3:3), (3:3).** Selections from the works of the Greek Historians; emphasis on Herodotos and Thoukydides. Pr. 203-204 previously or concurrently.

401, 402. **Plato, Selected Work (*Apology*, *Crito*, etc.) (3:3), (3:3).** Mr. Laine.

403, 404. **Greek Drama (3:3), (3:3).** Selected works of Sophokles, Aiskhylos, Euripides, and Aristophanes. Mr. Laine.

450. **Coordinating Course for Majors (3:3).** Extensive reading in literature of the Classics selected in accordance with student needs. Periodic conferences, written reports, and quizzes throughout the semester. Mr. Laine.

493-494. **Honors Work (3:3)-(3:3).** Staff.

LATIN

101-102. **Elementary Latin (3:3)-(3:3).** Essentials of grammar and reading of selections. Designed to give fundamental knowledge of the Latin language, to present an introduction to the further study of Roman literature and civilization, and to provide for a greater understanding of English. Mr. Hall.

CLASSICAL CIVILIZATION

103-104. **Intermediate Latin** (3:3)-(3:3). Review of fundamentals. Selected reading from Vergil's *Aeneid*, I-VI, with lectures on pertinent topics and emphasis upon literary appreciation. Pr. 101-102 or two or three entrance units. Mr. Hall.

201-202. **Roman Comedy and Lyric** (3:3)-(3:3). Study of the background of the Roman drama and lyric; selections from the odes and epodes of Horace and the poetry of Catullus. Reading of selected plays from Plautus and Terence. Pr. 103-104 or four entrance units. Mr. Hall.

COURSES FOR JUNIORS AND SENIORS

301. **Roman Historical Writings** (3:3). Selections from the works of Livy and Tacitus.

302. **Roman Philosophical Writings** (3:3). Selections from the essays of Cicero, *De Rerum Natura* of Lucretius, and the essays of Seneca.

303. **Latin of the Augustan Age** (3:3). A survey of Latin literature from ca. 30 B.C. to 14 A.D.; selections from Vergil, Horace, the elegiac poets, Ovid. Mr. Laine.

326. **Roman Satire** (3:3). A study of the satires of Persius, Horace, and Juvenal; emphasis on the last; influence on the 18th century.

331. **Advanced Prose Composition** (3:3). Intensive review of Latin forms and syntax; extensive composition and translation into Latin from English.

333. **Advanced Vergil** (3:3). A study of Vergil's *Aeneid* VII-XII; readings from the *Eclogues* and *Georgics*.

402. **Roman Drama** (3:3). Selections from the tragedies of Seneca and their influence on Renaissance drama.

450. **Coordinating Course for Majors** (3:3). Extensive readings in literature of the Classics selected in accordance with student needs. Periodic conferences, written reports, and quizzes throughout the semester. Mr. Laine.

493-494. **Honors Work** (3:3)-(3:3). Staff.

DRAMA SPEECH

DEPARTMENT OF DRAMA AND SPEECH

Professor MIDDLETON (Head of the Department); Associate Professors BATCHELLER, ENGLAND, TEDFORD; Assistant Professors FADELY, GREENE, NEWTON, VANILLA, WHALEY; Instructors BEHM, CAUSBY, INSULL, PERKINS.

DRAMA AND SPEECH MAJOR

The Department of Drama and Speech offers a B.A. degree program with three sequences for majors. The drama sequence provides a preprofessional program for those interested in careers in commercial or community theatre or in city and other recreation programs. Freshmen should elect 111 and 211, sophomores 250, 251, 252. Students in this sequence are allowed to take a maximum of six hours of speech in addition to the maximum of 36 hours above grade one allowed in drama. Other required DS courses are: 212, 301, 391, 533 or 534, 541, 581 or 582, and two of the following: 365, 366, 375, 376.

The general speech sequence includes study in all areas of drama and speech as preparation for secondary school teaching and graduate education. Freshmen should elect 111; sophomores 211 and 212. Other DS required courses are: 230, 251, 320, 332, 533 or 534, 541, two of the following—231, 341, 342.

The speech correction sequence provides a preprofessional program for those interested in being speech and hearing therapists in schools or clinics for which graduate professional education is not required and for those preparing for graduate education in the rehabilitation of speech and hearing. Freshmen should elect 111 and sophomores 230 and 331. Other required courses are: DS 332, 568, 569, 570, 571, 572, Psych. 502, 524.

The department also offers a B.F.A. degree program in drama. For particulars refer to Section V.

Graduate courses are offered in drama, general speech, and speech correction. Master of Education, Master of Arts, and Master of Fine Arts degrees are offered. For details see the Graduate School Catalog.

SPEECH SCREENING TESTS

Students following recommendations of the speech faculty based upon the Freshman Speech Screening Test who have been placed in the "required" or "advised" categories should register for 111 if freshmen or sophomores or 529 if juniors or seniors. Those placed in the "special" category should register for 219.

Other students desiring to elect a course in speech should choose from among 111, 230, 320, 332, 341, 342, 529.

DRAMA SPEECH

COURSES FOR UNDERGRADUATES

111. Fundamentals of Speech (3:3). An introduction to the physiologic, phonetic, linguistic, and semantic bases of oral communication, with supervised laboratory practice in speech improvement and class participation in public speaking, discussion, and oral reading. Mrs. Perkins, Mrs. Hallberg, Mrs. Stone.

112. Speech for Performance (3:3). Study and practice in the special techniques needed by specialists in drama and speech. Special attention is paid to resonation, articulation, pronunciation, and the development of flexibility in pitch, rate, volume, quality. Additional study of the physiologic, phonetic, and acoustic bases of oral communication. Pr. 111. Miss England.

121. Drama Appreciation (3:3). An exploration of the theatre as an art form: how the actor, director, and designer function. Outstanding plays of major periods are used to demonstrate the technical and aesthetic aspects of theatrical production. Illustrated lectures, demonstrations, and classroom experiments. Mr. Greene, Mr. Dannenberg.

150. Student's Theatre (1:0:3). The departmental workshop. Open to any student who is interested in participating in any phase of the theatre's production program. May be repeated for credit. Mr. Whaley.

151. Forensics Laboratory (1:0:3). The departmental laboratory in forensics. Open to any student who is interested in participating in debate and related competitive events such as extemporaneous speaking, oral interpretation, or oratory. May be repeated for credit. Mr. Fadely.

152. Choral Speaking (1:3). Practice and performance in the speaking of prose and poetry. May be repeated for credit. Staff.

211. Introduction to Theatre Production (3:2:3). Designed to familiarize the student with various aspects of play production including choice and analysis of script, acting, directing, and techniques of production. Practical experience is given in the laboratory. Mr. Whaley.

212. Stage Crafts (3:2:3). Designed to familiarize the student with all the theatre crafts including scenery construction and painting, property construction and acquisition, stage lighting and sound. Practical experience is given in the laboratory. Pr. 211. Mr. Whaley.

219. Speech Laboratory (1:0:2). Supervised practice in the development of good speech for those who have nasal or husky voices, stutters, lisps, foreign accents, or other severe speech problems which need attention. Pr. 111 or consent of instructor. May be repeated for credit. Mr. Vanella.

230. Introduction to Phonetics (3:3). A study of the science of speech sounds. Consideration of the voice mechanism, the phonemes of the English language, and the International Phonetic Alphabet. Pr. 111 or consent of instructor. Mr. Tedford.

DRAMA SPEECH

231. Argumentation and Debate (3:3). A survey of reasoning patterns especially appropriate to the analysis of issues and arguments of current public interest; training in the presentation of logical and persuasive oral discourse. Pr. 111 or consent of instructor. Mr. Fadely.

250. Stage Make-Up (1:0:2). Study and practice in creating straight, middle-age, old-age, and character make-ups. Drama sequence students should take this course concurrently with 251. Mrs. Insull.

251, 252. Acting I, II (3:1:4), (3:1:4). Designed to train the actor to convey thought and emotion through the use of the body and the voice. Mime, oral exercises, and improvisations. In the second semester, emphasis on the Stanislavsky method through the preparation of roles and scenes. Pr. 211 or consent of instructor. Mr. Greene.

253. Advanced Stage Make-Up (2:2). The study of advanced problems in stage make-up with special emphasis on character analysis, physiognomy, color in make-up, three-dimensional make-up, rubber prosthesis, beard and wig making, and stylized make-up. Pr. 250 or consent of instructor. Mrs. Insull.

255. Rehearsal, Production, and Performance I (3:0:9). Guided practice in carrying out minor responsibilities in play production under the pressure of preparing plays for audience approval. Students enrolled may expect to play supporting roles and serve as members of the scenery, sound and special effects, property, lighting, costume, publicity, hours, and/or make-up staffs of UNC-G Theatre, and/or Pixie Theatre productions. Pr. six hours of drama and speech or consent of instructor. Mr. Middleton.

301. Writing for the Theatre (3:3). Exercises in dramaturgical technique. The composition of one-act plays. Mr. Middleton.

320. Oral Interpretation (3:3). Principles of interpretation: analysis and practice in the oral presentation of various forms of literature to be selected from narrative and dramatic prose and poetry, lyric poetry, old ballad, sonnet, and essay. Pr. 111 or consent of instructor. Miss England.

331. Language and Speech Development (3:3). A study of the acquisition of language and speech in children, the verbal communication systems of children, and factors influencing language and speech and the chronology of development. Pr. 111 and 230 or consent of instructor. Miss Newton.

332. Introduction to Speech Correction (3:3). A study of the disorders of articulation, rhythm, voice, and hearing, with special emphasis on the functional disorder. Brief survey of organic disorders. Focus is on the role the therapist plays in assisting the speech handicapped and the assistance which the classroom teacher may provide. Pr. 111 or consent of instructor. Mrs. Perkins.

DRAMA SPEECH

341. Public Speaking (3:3). Theory and practice of speeches to inform and to persuade. Study of audience analysis, choice of subject and purpose, collecting materials, organizing and delivering speeches. Consideration of evidence and reasoning in speaking and the ethical responsibilities of the speaker in a democratic society. Mr. Fadely.

342. Group Discussion (3:3). Study and practice in the principles and methods of group discussion: consideration of group action, the concept of leadership, the nature of conflict and agreement. Pr. 111 or consent of instructor. Mr. Fadely.

365. Costuming I (3:1:6). Exploration of basic design elements and fabrics relative to costuming. Laboratory projects in costume crafts. Mrs. Insull.

366. Costuming for the Stage (3:3). A study of historical costume styles in relation to costuming for the modern theatre. Mrs. Insull.

375. Stage Scenery (3:2:3). The principles and practice of scenery for the stage. Introduction to technical problems of play production through assignments in the studio and backstage during rehearsal and performance. Pr. 211 or consent of the instructor. Mr. Whaley.

376. Stage Lighting (3:2:3). The principles and practice of lighting for the stage. Introduction to technical problems of play production through assignments in the studio and backstage during rehearsal and performance. Pr. 211 or consent of the instructor. Mr. Whaley.

391. Television Production (3:2:2). A course designed to introduce the student to basic television techniques and to acquaint him with studio operations. Mr. Young.

493-494. Honors (3:3)-(3:3). The honors project may be a part of the drama, general speech, or speech correction sequences. Staff.

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

502. Introduction to Semantics (3:3). The study of language as a cultural characteristic including the relationship(s) of language and human behavior; how language works (including graphic and oral language as well as nonverbal language symbols); how humans affect, and are affected by, language; the misuse of language; the problems of determining the meaning of meaning. Mr. Tedford.

520. Advanced Oral Interpretation (3:3). Investigation of the audiences, materials, and procedures of readers theatre. Practice in advanced principles of the oral interpretation of literature. Pr. 320 or consent of instructor. Miss England.

DRAMA SPEECH

527. Speech for the Classroom Teacher (3:2:2). An inquiry into the nature and function of verbal behavior in children and adults. Techniques for self-improvement in speech and language are emphasized. May not be taken by those who have had 111 or 529. Mr. Vanella.

529. Voice and Speech Production (3:3). Physiology of the vocal and auditory mechanisms; phonetics; exercises designed to develop strength, resonance, and flexibility in voice and speech production. May not be taken by those who have had 111. Miss England.

531. Persuasive Speaking (3:3). A study of the theory and practice of persuasive speaking in a democratic society, including types of persuasive speeches, types of proof, and the ethics of persuasion. Preparation and delivery of persuasive speeches. Pr. for undergraduates only, either 231 or 341 or consent of instructor. Mr. Tedford.

532. Social Issues in Drama and Speech (3:3). A study of theories, issues, and cases of freedom of speech, censorship of the performing arts, and ethics of speech communication. Historical, legal, and philosophical considerations, with an emphasis upon contemporary problems of dissent, social protest, and artistic freedom. Mr. Tedford.

533. History of Theatre I (3:3). Study of the specific conditions under which the great plays of the world have been produced. Consideration of audience, actors, patrons, and physical conditions, architecture, and the relation of the theatre to the other arts. Projection of the production of representative plays, which the student will read. The beginnings to 1600. Mr. Batcheller.

534. History of Theatre II (3:3). A continuation of History of the Theatre I from 1600 to the present. Mr. Batcheller.

541. Directing (3:3). The fundamental principles of directing for the theatre. Pr. six hours of theatre courses or consent of the instructor. Mr. Middleton.

543. Stage Costume Design (3:3). A study of the elements of design in relation to costume design and the graphic interpretation of characters from plays with these fundamentals. Pr. 366 or consent of instructor for undergraduates; none for graduates. Mrs. Insull.

550. Anatomy and Physiology of the Speech and Hearing Mechanism (3:2:2). Advanced study of the anatomical structure and function of human speech. Practical and theoretical considerations of speech production based upon neuromyological investigation. Pr. 529 or 567 or consent of the instructor. Miss Newton.

551. Tests and Measurements in Speech and Hearing (3:2:2). The general role of diagnosis in speech and hearing therapy and specific considerations of diagnostic tests and procedures in different communication disorders. Pr. 568, 569, or consent of the instructor. Mr. Vanella.

DRAMA SPEECH

554. Speech Science (3:3). Acoustic theory and methods of analysis; acoustic structure of speech and its physiological correlates; application of acoustic information to clinical management of disorders of communication. Pr. 550.

567. Phonetics (3:3). An investigation of the phonemes of the English language as a basis for speech improvement as well as for the correction of severe speech disorders. Detailed study of the voice mechanism. Practice in narrow transcription of the International Phonetic Alphabet. Mr. Middleton.

568. Principles of Speech Correction (3:3). A foundation course in principles and procedures of speech correction for children handicapped by disorders of voice, rhythm, articulation, and language. Pr. a course in phonetics. Mr. Vanella.

569. Clinical Methods of Speech Correction (3:3). A study of methods used to correct speech disorders of voice, rhythm, language, and articulation. Particular reference to the speech correction program in the public schools. Observation of methods used with selected cases in the speech laboratory. Pr. a course in principles of speech correction or consent of instructor. Miss Newton.

570. Audiology (3:3). An introductory course into the field of audiology. A study of tests and measurements of hearing and of therapy for the person with a hearing loss. Opportunity to become familiar with the operation of various machines involved in hearing testing. Pr. a course in principles of speech correction or consent of instructor. Mr. Causby.

571, 572. Clinical Practice (3:0:6), (3:0:6). Supervised practice in clinical teaching of groups and individuals, application of clinical methods in diagnosis, and re-training of those who have speech and hearing disorders. Pr. 569 or consent of instructor. Mr. Vanella, Mr. Causby, Miss Newton, Mrs. Perkins.

573. Speech Reading (3:3). A study of various methods of teaching the auditorily handicapped person to deal effectively with oral communication. Methods and procedures for self-improvement in speech reading. Pr. 570 or consent of the instructor. Mr. Causby.

574. Advanced Clinical Audiology (3:2:2). Theory and practice in advanced audiological tests and procedures. Consideration of special problems in hearing tests; selection of hearing aids; organic problems of the inner ear. Pr. 570. Mr. Causby.

575. Clinical Methods of Teaching Hearing Impaired Children (3:3). A study of the methods of teaching children with mild and moderate hearing losses as well as techniques for the education of children with severe and profound losses. Special emphasis on auditory training, speech reading, language development, and speech. Pr. 570. Mr. Causby.

DRAMA SPEECH

576. Clinical Practice—Audiology (3:9:6). Supervised clinical practice in the evaluation of disorders of communication resulting from hearing impairment. Techniques of administering special audiometric tests and practical experience in diagnosing various types of hearing impairments. Pr. 573 or 575 or consent of instructor. Mr. Causby.

581, 582. World Theatre I, II (3:3), (3:3). World theatre from Aeschylus to the contemporary playwrights. First semester: A study of classical, Oriental, and European drama through that of the late nineteenth century with emphasis upon its production in the theatre. Second semester: Modern European and American drama from Ibsen to Albee with emphasis upon its production in the theatre. Either course may be elected independently of the other. Miss England.

590. Roles and Scenes—Contemporary (3:1:4). The development of extended characterizations based upon study and practice of roles found in contemporary plays. Alternate years, offered 1968-1969. Pr. a course in acting or consent of instructor. Mr. Greene.

591. Experimentation (3:1:4). A course designed to permit the student to experiment in the creative process of building a dramatic role, directing, playwriting, stage design, or television production with an accompanying analysis of that process. Open only to drama majors of senior standing and graduate students. Mr. Batcheller.

592. Roles and Scenes—Period (3:1:4). The development of extended characterizations based upon study and practice of roles found in period plays. Alternate years, offered 1969-1970. Pr. a course in acting or consent of instructor. Mr. Greene.

595. Rehearsal, Production, and Performance II (3:0:9). Guided practice in carrying out major responsibilities in play production under the pressure of preparing plays for audience approval on campus and on tour. Those enrolled may expect to play leading roles and/or serve as assistant directors and as chiefs of staff in scenery, properties, lighting, costumes, publicity, house, and/or make-up of UNC-G Theatre and/or Pixie Theatre major productions. They may direct Laboratory Theatre and Experimental Theatre productions. Pr. twelve hours of drama and speech or consent of instructor. Mr. Batcheller.

596. Creative Dramatics for School and Community (3:2:2). A study of the research and literature of creative dramatics for children ages five through fourteen. Practice in leading groups of children in creative dramatics. Exploration of it as a method of teaching other subject matter and its use in community recreation programs. Mr. Behm.

598. Children's Theatre for School and Community (3:2:2). A study of the research and literature of children's theatre. Methods of producing plays with children in school and community situations. Productions of the Pixie Theatre will be used for demonstration purposes. The course is designed as a corollary of 596. Mr. Behm.

ECONOMICS & BUSINESS ADMINISTRATION

COURSES FOR GRADUATES

- 600. Seminar in Drama and Speech (3:3).
- 601. Seminar in Speech Pathology—Functional Disorders (3:3).
- 602. Seminar in Speech Pathology—Organic Disorders (3:3).
- 603. Seminar in Voice Problems (3:3).
- 604. Seminar in Rhythm Problems (3:3).
- 606. Seminar in Aphasia (3:3).
- 607. Seminar in Cerebral Palsy (3:3).
- 608. Seminar in Cleft Palate (3:3).
- 609. Seminar in Alaryngeal Speech (3:3).
- 621. Seminar in Lighting (3:3).
- 622. Seminar in Design (3:3).
- 641. Advanced Play Directing (3:3).
- 644. Studies in Acting (3:3).
- 650. Independent Study (1-3).
- 660. Drama Theory and Criticism (3:3).
- 661. Modern Theatre Styles (3:3).
- 699. Thesis (3) to (6).

DEPARTMENT OF ECONOMICS AND BUSINESS ADMINISTRATION¹

Professors SHELTON (Head of the Department), KAFOGLIS, KENNEDY, LITTLEJOHN, SVENSON; Associate Professor LEARY; Assistant Professors COLLIER, FORMBY, JOHNSON, WINDHAM; Instructors GRAVES, LEVINE; Lecturers ALTHAUS, DELOZIER, MILLER, OSBORN, RHYNE, WEBSTER.

The department offers undergraduate curricula leading to the degrees of Bachelor of Arts and Bachelor of Science. In both cases the major is Economics and Business Administration. Within the Bachelor of Arts curriculum sequences of courses leading to concentrations in (1) Economics and (2) Social Studies Teacher Preparation are available. Within the Bachelor of Science curriculum sequences of courses leading to concentrations in (1) Accounting, (2) Business Administration, (3) Economics, and (4) Social Studies Teacher Preparation are available. Students should consult the Head of the Department for details of each degree program and concentration.

¹In the newly formed School of Business and Economics.

ECONOMICS & BUSINESS ADMINISTRATION

BUSINESS ADMINISTRATION COURSES FOR UNDERGRADUATES

233-234. Principles of Accounting (3:3)-(3:3). The typical transactions of a business firm as they pass through the books; closing the books and making up the statements. Business forms and practices.

300. The Management of Personal Finances (3:3). Budgeting and keeping account of one's personal funds; borrowing money; buying on credit; making out personal income tax returns; saving and the wise investing of savings; insurance; and home ownership.

431, 432. Business Law (3:3), (3:3). The general principles of business law, including contracts, agency, sales, negotiable instruments, partnerships, corporations, and bankruptcy. 431 is a prerequisite for 432.

470. Principles of Risk and Insurance (3:3). An interdisciplinary approach to the fundamentals of risk and insurance, selected insurance coverages, and risk and public policies. Offered to the student interested in the role of risk and insurance in the personal and business environment.

499. Problems in Business Administration (3:3). Independent study, research, and class discussion covering a topic or group of related topics of particular current interest in the theory or policy of the business enterprise. Topics covered vary from semester to semester. Enrollment is limited to twenty students. Open only to senior majors in the department or others by consent of the instructor.

BUSINESS ADMINISTRATION COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

500. Concepts in Accounting (3:3). An intensive treatment of accounting concepts and procedures in the context of the management of a business enterprise. Intended to provide accounting background for graduate study in business administration. May not be taken by persons having credit for 233-234 or equivalent except as directed by the department.

501. Intermediate Accounting I (3:3). Study of financial statements and the items that comprise them, with major attention to theory and procedures involved in valuation, reporting, and interpreting working capital items. Pr. 233-234 or the approved equivalent. Same as Business Education 501.

502. Intermediate Accounting II (3:3). A continuation of the study of financial statements and the items which comprise them, with major attention to procedures involved in recording, evaluating, reporting, and interpreting noncurrent items. Special attention given to accounting for stockholders' equity, to ratios and measurements, and to error analysis and corrections. Pr. 233-234. Same as Business Education 502.

ECONOMICS & BUSINESS ADMINISTRATION

- 511. Income Tax Accounting (3:3).** Study and interpretation of the tax structure and tax principles. Analysis and interpretation of accounting principles and procedures related to tax accounting. Application of tax and accounting principles to specific problems. Pr. 233-234. Same as Business Education 511.
- 512. Cost Accounting (3:3).** Cost accounting principles, systems, procedures, and practices. Cost principles, cost determination procedures, cost control, and cost analysis. Cost and profit analysis for decision-making purposes. Pr. 233-234. Same as Business Education 512.
- 513. Auditing (3:3).** The theory and practice of auditing as related to the reporting of financial data. Auditing standards, professional ethics, and related matters are studied. Pr. 233-234. Same as Business Education 513.
- 514. Financial Institutions and Markets (3:3).** An analysis of the role of financial institutions in affecting the size and composition of flows of funds within the economy. Institutions as influences on economic stability and economic growth. The capital and money markets and interest rate determination. Pr. Economics 212 or equivalent.
- 515. Business Finance (3:3).** Financing the American business firm. The corporate form, financial structure, and financial requirements. Economics, social, and legal environment and governmental regulation of business financing. Pr. Economics 212 or 325 or equivalent.
- 516. Investments (3:3).** The study of investment principles and practices, investment policies, security analysis, and the mechanics and mathematics of security purchases. Long and short-term fluctuations of security prices, the functioning of securities markets and regulatory bodies, and individuals' investment needs are analyzed. Pr. 515.
- 527. Personnel Administration (3:3).** Policies and procedures used in obtaining, developing, and maintaining an efficient work force; recruiting, selection, training, placement, promotion, transfer, and salary administration. Analysis of cases with individual and group problems. Same as Business Education 527.
- 530. Principles of Marketing (3:3).** A general survey of the field of marketing, including the functions, policies, and institutions involved in the marketing process. Pr. Economics 212 or 325 or equivalent.

BUSINESS ADMINISTRATION COURSES FOR GRADUATES

- 600. The Management Process (3:3).**
- 601. Management Systems (3:3).**
- 605. Seminar in Management Organization Theory (3:3).**
- 620. Marketing Management (3:3).**

ECONOMICS & BUSINESS ADMINISTRATION

- 630. Financial Management (3:3).
- 649. Operations Research (3:3).
- 654. Managerial Economics (3:3).
- 655. Seminar in Managerial Economics (3:3).
- 670. Managerial Accounting (3:3).
- 680. General Insurance (3:3).
- 682. Life and Health Insurance (3:3).
- 695. Research Problems in Business Administration (3:3).
- 699. Thesis (3).

ECONOMICS COURSES FOR UNDERGRADUATES

101. Concepts and Issues in Contemporary Economics (3:3). Readings, class discussion, and elementary research topics in economics. Emphasis is on present-day economic philosophy and problems in the United States, Europe, the Soviet Union, and the underdeveloped nations. Open to freshmen; not open to juniors and seniors.

211. Principles of Economics I (3:3). The nature of economics as a field of study and the general character of economic systems. Elements of supply, demand, and price determination. Determination of national levels of income, employment, and prices, the nature of money and the banking system, the role of government and the effectiveness of macro-economic policies.

212. Principles of Economics II (3:3). Further consideration of supply, demand, and the operation of markets with varying competitive structures. The pricing of outputs and inputs, international trade and finance, analysis of economic growth and of noncapitalist economic systems. Pr. 211.

325. General Economics (3:3). A survey of elementary economics especially designed for students who may want only one semester of work in the field. A brief treatment of the production and distribution of wealth in society; money and banking; business organization; labor economics; and other current economic problems. Not open to those who have had 211.

327. Money and Banking (3:3). How our money and credit instruments are issued and secured; monetary policy and theory; the functions performed by money in our society; the operations of commercial banks and of the Federal Reserve System. Pr. 212 or 325 or equivalent.

¹It is not anticipated that 325 will be offered during 1970-71. Students whose degree programs specify 325 and those wishing to take an introductory economics elective above Grade 1 should take 211.

ECONOMICS & BUSINESS ADMINISTRATION

445. Micro-Economics (3:3). An intensive coverage of micro-economic theory and problems, especially supply, demand, pricing, distribution of income, and overall functioning of capitalist economic systems. Appropriate for prospective graduate students in business administration and for superior undergraduates with limited background in economics. Not open to undergraduate majors in Economics and Business Administration.

446. Macro-Economics (3:3). An intensive coverage of macro-economic theory and problems, especially in the areas of monetary economics, national income and employment, economic fluctuations, and economic growth. Appropriate for and open to the same groups as 445. Pr. 445 or consent of instructor.

450. Economic and Business Statistics (3:3). An introduction to statistical methods and their applications in economics, sociology, business administration, governmental affairs, and in other social sciences. Topics covered will include: measures of central tendency, dispersion, and relationship; trends; index numbers; time series analysis. Emphasis will be placed on problem solving. A student taking this course may not receive credit for Mathematics 341 or Psychology 310.

493-494. Honors Work (3:3)-(3:3).

499. Problems in Economics (3:3). Independent study, research, and class discussion covering a topic or group of related topics of particular current interest in economic policy or economic theory. Topics covered vary from semester to semester. Enrollment is limited to twenty students. Open only to senior majors in the department or others by consent of the instructor.

ECONOMICS COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

519. Quantitative Analysis I (3:3). Introduction to mathematical methods in economics and business. Substantive topics include the pure theories of production and consumer behavior, general equilibrium analysis, input-output models, mathematical control theory, and macrodynamic models. Pr. 212 or 325 or equivalent.

523. Public Finance (3:3). The chief expenditures and the main sources of revenue used by governments; property taxes; income and inheritance taxes and various forms of sales taxes; the distribution of the tax burden on different classes in society; managing the federal debt. Pr. 212 or 325 or equivalent.

524. Labor Problems (3:3). The relationship between labor and employers, and some of the more important results thereof, such as labor organizations, collective bargaining, and labor legislation. Pr. 212 or 325 or equivalent.

534. Monopoly, Competition and Public Policy (3:3). The study of government control of the business enterprise through integrating economic

ECONOMICS & BUSINESS ADMINISTRATION

analysis of market structures with legal problems of regulation. Emphasis is on antitrust law and economics as well as on direct regulation of business by commissions. Pr. 212 or 325 or equivalent.

536. Consumer Economics (3:3). The economic position of the consumer; the factors, both helpful and harmful, influencing consumer demand; building up the defenses of the consumer against the pressure of the producer and the advertiser; the various movements to aid the consumer, including more effective legislation, research, testing of products, and consumer cooperatives.

540. Economic Development (3:3). A study of factors attending and determining the economic growth of nations over long periods of time. Application of economic concepts to problems of underdeveloped nations. Pr. 212; or 445 and 446; or 325 and consent of instructor.

545. Intermediate Economic Analysis I (3:3). An intermediate-level treatment of micro-economic theory. Among the topics covered are: scope, methods, and uses of economic theory; intermediate theory of demand, supply, and markets for output and factors of production; and the functioning of the market system as a whole. Applications of economic theory to problems of the consumer, the business firm, and the nation are considered as time permits. Pr. 212; or 325 and consent of instructor.

546. Intermediate Economic Analysis II (3:3). An intermediate-level analysis of the determination of national income and employment with collateral attention to some portions of monetary theory, theories of business fluctuations, and secular economic growth. Pr. 545.

550. Comparative Economic Systems (3:3). A comparison of capitalism, socialism, communism, and fascism as economic systems and as philosophies; the points of strength and weakness in each system. Pr. 212 or 325 or equivalent.

551. Directed Studies in Economics (3). Individual studies on economic problems with emphasis upon areas of special interest to the student. Regular conferences with the instructor required. Pr. 12 s.h. of economics, including 212 or 325 and consent of instructor.

555. History of Economic Thought (3:3). Main currents in the evolution of economic thought, with emphasis on the classical and neoclassical schools and developments in economic ideas during the twentieth century. Pr. 212 or 325 or equivalent.

560. International Economics (3:3). An introduction to the mechanism and theory of international trade. Selected current problems in international economic and commercial policies will be evaluated. Pr. 212; or 445 and 446; or 325 and consent of instructor.

EDUCATION

ECONOMICS COURSES FOR GRADUATES

- 625. Problems in Applied Economics (3:3).
- 645. Advanced Micro-Economics (3:3).
- 648. Quantitative Analysis II (3:3).
- 660. Industrial Organization and Public Policy (3:3).
- 699. Thesis (3).

THE SCHOOL OF EDUCATION

ROBERT M. O'KANE, Dean

Professors FRANKLIN, E. HUNTER, McCOOK, MAHONEY, O'KANE, PERKINS, RUSSELL, VAUGHAN; Associate Professors BRYSON, COLBERT, EDINGER, GOLDMAN, HAGOOD, SHARMA, SOROHAN; Assistant Professors BOMAR, BOURDON, E. BOWLES, M. HUNTER, JOHNSON, LEE, PEDEN, PHILLIPS, SALE; Instructors AVENT, BAXTER, DAY, HANEY, JARRETT, McGIRT, MANCHESTER, MILLER, MOLENDEN (Lecturer), ROYSTER, SANDERS, SAUNDERS; Teachers H. BOWLES, GENTRY, HAWORTH, JACOBS, JENKINS, MARTURANO, RINK, SCHOPPERT.

THE UNIVERSITY ELEMENTARY SCHOOL

Located on the University Campus, the University Elementary School provides a kindergarten and elementary school education for children ages five through twelve. The focus of the program is upon educational research and experimentation conducted in cooperation with the School of Education and other departments of the University. It serves as a center for observation, demonstration, and student teaching experiences.

TEACHER EDUCATION PROGRAM

The teacher education program in elementary education is under the direction of the School of Education. The curriculum and sequence of courses are described in the requirements for the interdepartmental major in the Bachelor of Arts degree. Teacher education programs in the liberal arts fields for secondary teachers are directed by the department in which the student majors. The sequence of professional education courses should be carefully noted and followed in working out the total program in teacher education. For students preparing to teach in the high school, not more than 15 hours of education may be credited toward the Bachelor of Arts degree. For students preparing to teach in the elementary grades, 21 hours of education may be credited towards the Bachelor of Arts degree.

EDUCATION

CERTIFICATION

Students who complete the total program in teacher education, who meet all requirements and standards pertaining to academic and professional preparation as required by the respective departments, and who are certified by their major department as fully competent to carry on the work of a classroom teacher will be recommended by the University for a teaching certificate.

To be certified in North Carolina, the student must meet the specific state requirements for certification which include taking both common and teaching area parts of the National Teacher Examination.

STUDENT TEACHING

Student teaching is a period of guided teaching in which the student takes increasing teaching responsibilities in an assigned classroom. The period of student teaching constitutes one-half of a semester of full-time assignment to a public school during the student's senior year. As nearly as possible, assignments are made to schools within commuting distance of the University, although in some instances it is necessary for a student to move to the community where he is doing student teaching. Student teachers are not subject to a student teaching fee but are individually responsible for expenses incurred in the student teaching phase of the Teacher Education Program. Students should carefully plan their schedule well in advance to provide for this semester of blocked time to do student teaching. Students who, upon graduation, expect to qualify for a Class A certificate in North Carolina are required to complete satisfactorily an assignment in student teaching. The student teaching requirements may be met by the satisfactory completion of Education 465 *Student Teaching and Seminar* (6) for teachers in secondary fields; for Elementary Education and Early Childhood the student must complete Education 463 *Student Teaching and Seminar* (6).

Admission to Student Teaching. A student planning to do student teaching in the School of Education must make application by March 1 of the year before the teaching is to be done. Application is made through the office of the Director of Student Teaching. Assignments to student teaching will be made after the application has been approved and the applicant has satisfactorily met all prerequisites. The prerequisites to student teaching in the School of Education are: (1) grade point average of 2.0 in the total University record; (2) health clearance from the University physician; (3) approval of the Speech Department; (4) recommendation from the department where the student is doing his major work.

EDUCATION

COURSES FOR UNDERGRADUATES

Early Childhood Education

S.H.

Professional Course Program in Early Childhood Education

Psychology 221 ¹ General Psychology	3
Education 324 Literature and Instructional Media for Young Children (Preschool-Primary Grades)	3
Education 381 The Institution of Education	3
Home Economics 302 Child Development. Development of the young child in the home (observation in the Nursery School required)	3
Home Economics 532 Nursery School Education	3
Drama 596 Creative Dramatics for School and Community	3

Block Schedule: Senior Year

Ed. 413 Curriculum and Teaching Methods in Reading and the other Language Arts (Kindergarten-Primary Grades)	3
Ed. 414 Curriculum and Teaching Methods in Social Studies, Mathematics, and Science (Kindergarten- Primary Grades)	3
Ed. 430 Psychological Foundations of Education — Ele- mentary School Pupil	3
Ed. 463 Student Teaching and Seminar (Kindergarten- Primary Grades)	6

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Elementary Education

Professional Course Program in Elementary Education

Psychology 221 ¹ General Psychology	3
Education 346 Children's Literature and Instructional Media	3
Education 381 The Institution of Education	3

Block Schedule: (Senior year)

Ed. 430 Psychological Foundations of Education — Ele- mentary School Pupil	3
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¹May be satisfied by Psychology 211-212.

EDUCATION

Ed. 443	Curriculum and Teaching Methods in Reading and Language Arts	3
Ed. 444	Curriculum and Teaching Methods in Social Studies, Mathematics, and Science	3
Ed. 463	Student Teaching and Seminar	6
		<hr/> 24

324. Literature and Instructional Media for Young Children (3:3). Appropriate literature and instructional media for preschool and primary children; functions and use in the school.

346. Children's Literature and Instructional Media (3:3). Literature and instructional media for children in the elementary school; functions and use in the curriculum.

381. The Institution of Education (3:3). Historical background, purposes, and concepts basic to public education; the school as an expression of social and economic life, as a modifying influence on this life, as an interpreter of ideologies, as an instrument for the transmission of culture; evolution, use, and personal significance to the teacher of the dominant American philosophy of education. Required of all teaching majors for certification.

413. Curriculum and Teaching Methods in Reading and the Other Language Arts in Early Childhood (3:3). Study of the development of the skills in the use of reading and the other language arts in kindergarten-primary grades. Appropriate materials and methods. Pr. Home Ec. 302, 532.

414. Curriculum and Teaching Methods in Social Studies, Mathematics, and Science in Early Childhood (3:3). Study of the development of the curriculum in social studies, mathematics, and science in kindergarten-primary grades. Appropriate materials and methods. Pr. Home Economics 302, 532.

430. Psychological Foundations of Education—Elementary School Pupil (3:3). Designed to develop and demonstrate application of knowledges and understandings of the processes and methods of learning and teaching in the respective school settings. It includes study of the learner, his growth and maturation, individual differences, and the application of psychology to the task of the teacher in evaluating pupil progress. Classroom observations and simulated experiences are emphasized.

443. Curriculum and Teaching Methods in Reading and Language Arts (3:3). The teaching of reading and the other language arts in the elementary school.

EDUCATION

444. Curriculum and Teaching Methods in Social Studies, Mathematics, and Science (3:3). Curriculum planning and the teaching of the social studies, mathematics, and science in the elementary school.
463. Student Teaching and Seminar (6:1:10). Supervised student teaching in an elementary school or kindergarten under the direction of the coordinator of student teaching and a University supervisor. Full-time teaching assignment in cooperating public schools for approximately one-half semester. Conferences and seminars required. Pr. 346, 381, 430, 443, 444.
- 493-494. Honors Work (3:3)-(3:3).

Secondary Education

Professional Course Program in Secondary Education

Psychology 221	General Psychology	3
Education 381	The Institution of Education	3
Block Schedule: ¹		
Ed. 450	Psychological Foundations of Education—The Secondary Pupil	3
Ed. 45x	Curriculum and Teaching Methods	3
Ed. 465	Student Teaching and Seminar	6
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381. The Institution of Education (3:3). Historical background, purposes, and concepts basic to public education; the school as an expression of social and economic life, as a modifying influence on this life, as an interpreter of ideologies, as an instrument for the transmission of culture; evolution, use, and personal significance to the teacher of the dominant American philosophy of education. Required of all teaching majors for certification.

450. Psychological Foundations of Education—The Secondary Pupil (3:3). Designed to develop and demonstrate application of knowledges and understandings of the processes and methods of learning and teaching in the respective school settings. It includes study of the learner, his growth and maturation, individual differences and the application of psychology to the task of the teacher in evaluating pupil progress. Classroom observations and simulated experiences are emphasized.

451. Curriculum and Teaching Methods in English—Secondary School (3:3). Designed to acquaint prospective teachers with the modern concepts and practices of English instruction in the secondary schools; emphasis on the teaching of the four fundamental language arts of speaking, writing, reading, and listening. Required of student teachers in English.

¹During the first half of the block semester, the student may take an additional course in his major field or an elective.

EDUCATION

452. Curriculum and Teaching Methods in Romance Languages—Secondary School (3:3). Effective techniques for teaching modern languages with an audio-lingual approach. Emphasis on materials, observations, and practical aids to the secondary teacher in the teaching of his subject. Required of student teachers in Romance languages.

453. Curriculum and Teaching Methods in Social Studies—Secondary School (3:3). Organization of the social studies in the secondary schools; classroom methods, techniques, and activities; teaching materials; testing and evaluation. Required of student teachers in the social studies.

454. Curriculum and Teaching Methods in Drama and Speech—Secondary School (3:3). Instruction, organization, and content of the basic courses in drama-speech in the secondary school curriculum. Attention to the more important philosophies and systems of drama-speech instruction of the past 50 years. Required of student teachers in drama-speech.

457. Curriculum and Teaching Methods in Mathematics—Secondary School (3:3). A study of some special teaching problems in secondary mathematics. Teaching procedures for important topics discussed in relation to their foundations in mathematics and logic. Required of student teachers in mathematics.

459. Curriculum and Teaching Methods in Science—Secondary School (3:3). The development of a philosophy of science teaching and of attitudes and values relative to science teaching in secondary school. Emphasis upon recent curriculum studies in biology, chemistry, physics and earth-science and the changing approaches to teaching these subjects in secondary school. Required of student teachers seeking certification in science.

465. Student Teaching and Seminar (6:1:10). Supervised student teaching in junior and senior high school under the direction of a University supervisor. Observation, participation, and appropriate classroom teaching experience on a full-time teaching assignment for approximately one-half semester. Conferences and seminars required.

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

Students taking graduate courses or pursuing a graduate degree program should consult the bulletins and official announcements of the Graduate School of the University of North Carolina at Greensboro.

501. Statistical Methods in Education (3:3). An elementary course in basic statistical techniques as they apply to education.

502. Intermediate Statistical Methods in Education (3:3). An intermediate course in multidimensional and nonparametric statistical designs as they apply to educational research.

EDUCATION

506. Institutes in Education (1-3). This course is designed to allow sliding credit (to 3 hours) for special institutes offered to study issues, problems, and new approaches in the profession. The course will include provisions for individual study and writing in the institute areas. A student may apply no more than 3 hours of this course to a graduate degree program.

517. Reading in the Elementary School (3:3). Designed to give teachers study in depth of the reading process as a functional aspect of the curriculum. Newer media, techniques, and practices will be examined and evaluated. Students will be required to do independent study of one area of the reading program as related to his specific teaching situation.

518. Mathematics in the Elementary School (3:3). A study of the current mathematics program, including emphasis on meaning theory and on instructional materials, methods, and procedures in teaching the fundamental operations.

519. Science in the Elementary School (3:3). The major emphasis in this course is focused on helping teachers to assist children in developing more adequate ways of working in the field of science. Consideration is given to an understanding of the nature of the field of elementary school science, developing criteria for selecting appropriate materials, and the role of children's interests in designing learning experiences in this area.

520. Social Studies in the Elementary School (3:3). Designed to help educators gain a more complete understanding of the fields of elementary school studies. Special emphasis is given to the evaluation of the field beginning with the separate subjects approach, to correlation, to broad fields, to integration, and the separate disciplines approach. Emphasis is also given to the identification of key skills that help children function intelligently in this field. The development of the democratic citizen is also a major consideration in this course.

521. Curriculum and Teaching of Language Arts in the Elementary School (3:3). Designed to give experienced teachers in-depth study of the impressive and expressive language arts as they are taught in the elementary school.

540. Exceptional Children (3:3). An introduction to problems and programs of work with children who differ from the average in mental, physical, and emotional characteristics.

550. Education of the Gifted (3:3). Definition and identification of mentally gifted children. The role of the school and the parent in dealing with giftedness. Demonstrations and evaluation of gifted children.

552. Libraries and Librarianship (3:3). Study of the library as a social institution: its historical development, patterns and objectives of library service, relationships of libraries to other social and educational agencies, standards for library service, and librarianship as a profession.

EDUCATION

553. Organizing Library Collections (3:3:2). A study of methods of organizing library collections for effective use, considering principles and techniques for the acquisition, cataloging, and classification of materials. Includes laboratory practice.

554. Selection of Books and Related Materials for Young People (3:3). A survey of library materials appropriate for the high school student, with study of aids and criteria for their selection and investigation of the reading interests of adolescents.

555. School Library Administration (3:3). A study of the organization and administration of the school library: staff, budget, quarters and equipment, library routines, scheduling, services to pupils and teachers, public relations, and evaluation.

556. Selection of Books and Related Materials for Children (3:3). A survey of the development of children's literature, with study of aids and criteria for selection of books and other materials for the elementary school pupil, and investigation of children's reading interests.

557. Reference Sources and Methods (3:3). The selection, evaluation, and use of basic reference materials, with emphasis on the selection of materials, study of their contents, methods of locating information, and instruction in the use of the library.

560. Utilization of Instructional Media (3:3). A study of audiovisual materials, equipment, and methods of instruction, including the characteristics of the various media and their contributions to instruction; selection and evaluation of materials; techniques for the use of materials and related equipment; preparation of simple teaching materials.

561. Theories in Instructional Media (3:3). An interdisciplinary introduction to the basic concepts and theories involved in the uses of communications media in society, particularly in educational applications. Emphasis is on the social and psychological factors intervening in and resulting from the process of human communications.

574. Principles of Guidance (3:3). Orientation to the field of guidance in several settings with emphasis on educational settings. The foundations of guidance philosophy, principles, and procedures are examined in historical and contemporary perspective.

576. Guidance in Elementary Education (3:3). The functions, relationships, organization, and administration of guidance in elementary education. Case studies used to illustrate theory and to aid professional development in relation to guidance problems. Pr. approval of instructor.

EDUCATION

COURSES FOR GRADUATES

- 600. The Community College (3:3).
- 608. Seminar in Early Childhood Education (3:3).
- 622. Diagnostic Teaching (3:3).
- 624. Elementary School Curriculum and Instruction (3:3).
- 628. Seminar in Elementary Education (3:3).
- 630. Trends in Teaching Mathematics in the Secondary School (3:3).
- 631. Trends in Teaching Social Studies in the Secondary School (3:3).
- 632. Trends in Teaching Science in the Secondary School (3:3).
- 633. Trends in Teaching Foreign Languages in the Secondary School (3:3).
- 635. Reading in the Secondary School (3:3).
- 637. Trends in Teaching English in the Secondary School (3:3).
- 638a,b. Seminar in Secondary Education (2:2), (2:2).
- 643. Behavior Modification (3:3).
- 648. Seminar in Pupil Personnel Services (3:3).
- 649. Student Personnel Services in Higher Education (3:3).
- 655. Supervision of Student Teachers (2-3).
- 656. Advanced Theories of Counseling (3:3).
- 659. The Economics and Financial Management of Education (3:3).
- 660. The School Principalship (3:3).
- 661. Normative and Analytic Theory of Education (3:3).
- 662. Reading Interests and Guidance (3:3).
- 663. Organizing Non-Book Materials (3:3).
- 664. School Library Services to Pupils and Teachers (3:3).
- 665. Administration and Supervision of School Library Programs (3:3).
- 666. Administration of Instructional Media (3:3).
- 669. Vocational and Career Development: Theories and Research (3:3).
- 670. Educational Measurement and Evaluation (3:3).
- 672. Theory and Procedure in Individual Intelligence Testing (3:3).

EDUCATION

- 673. Practicum in Individual Intelligence Testing (3).
- 675. Counseling Theory and Practice (3:3).
- 677. Seminar in Counseling and Guidance (2).
- 679. Administration of Guidance Services (3:3).
- 680. Supervised Practicum in Guidance (3).
- 681. Techniques of Group Counseling (3:3).
- 683. School Public Relations (3:3).
- 684. The Junior High School (3:3).
- 685. Supervision: Theory and Concepts (3:3).
- 686. Curriculum Theory (3:3).
- 687. Education and the Legal Structure (3:3).
- 688a,b. Teaching Internship (Master of Arts in Teaching) ((3), (3)).
- 690. Supervised Practicum in Administration (3).
- 691. Principles of Administration and Organization (3:3).
- 692. Independent Study (1-4).
- 693. Methods of Educational Research (3:3).
- 694. Organization and Governance of American Public Education (3:3).
- 695. Comparative Education (3:3).
- 696. Philosophies in Education (3:3).
- 697. Selected Critical Issues in American Education (3:3).
- 699. Individual Thesis Problems (2-6).
- 730. Practicum in Educational Research and Evaluation (3).
- 751. Concepts and Cases in Educational Administration (3:3).
- 752. Theory and Research in Educational Administration (3:3).
- 799. Dissertation (6-15).

ENGLISH

DEPARTMENT OF ENGLISH

Professors BLACKBURN¹, CHARLES, LANE (Head of the Department), STEPHENS, TATE², WATSON; Associate Professors BUCHERT, BULGIN, CHAPPELL, DIXON, ELLIS, WIMSATT³; Assistant Professors APPLEWHITE, DARNELL, C. DAVIS, DENNIS, GRIFFITH, HELGESON, KELLY, TISDALE; Instructors ALLEN⁴, ANGLE⁴, ARNDT, CHANDLER, COCHRAN⁴, W. DAVIS⁴, DOHMEN, HEGE, HUGGINS, JARRARD, KIRBY-SMITH, LADD, McGAVRAN, POSTON, RAY, RILEY, TUCKER, WEAVER, WILKINSON⁴, WILLIAMS, YOUNT⁴; Lecturer DUGAN⁵; Teaching Assistant EARLY.

Proficiency in written English is a requirement for graduation. Any undergraduate whose work in the course in any department gives evidence of a lack of proficiency in written English or in reading ability may be referred to the Department of English for additional work.

COURSES FOR UNDERGRADUATES

Required Courses⁶

101, 102. **English Composition** (3:3), (3:3). A course designed to develop the student's ability to read with discrimination and to write effectively. First semester: practice in expository writing; the study of shorter works of fiction and essays. Second semester: continued practice in writing exposition; practice in the use of source materials; the study of poetry and plays. Mrs. Jarrard and staff.

Elective Courses

The courses listed below are open to qualified students according to the University regulations except as specifically stated in the course descriptions.

Writing and Language

219. **Journalism** (1:1). An introduction to journalism. Emphasis will be placed on writing the news story and the feature article. Special attention to developing an awareness of news. Mr. Davis.

221, 222. **Writing of Poetry** (3:3), (3:3). A course in the writing of poetry for students beyond the freshman year. Mr. Applewhite, Mr. Kirby-Smith.

¹Visiting Professor 1969-1970.

²First Semester.

³On Leave 1969-1970.

⁴Part-time.

⁵Second Semester.

⁶In addition all students are required to take English 211 and either English 212, English 202, or English 252 (see p. 69).

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223, 224. Writing of Essays (3:3), (3:3). A course in the writing of expository and critical prose for students beyond the freshman year. Mr. Kirby-Smith.

225, 226. Writing of Fiction (3:3), (3:3). A course in the writing of prose fiction for students beyond the freshman year. Mr. Chappell.

321. Grammar and Composition (3:3). Present-day grammar viewed historically. Various types of writing. This course satisfies a state requirement for prospective teachers of English. Miss Charles.

325, 326. The Writing Workshop I, II (3:3), (3:3). A writing laboratory course devoted to fiction, verse, and criticism. Student work criticized in class and in individual conferences; parallel reading in, and class discussion of, the work of contemporary novelists, short-story writers, poets, and critics. Pr. either English 221, 222, 225, or 226, and consent of the instructor. Mr. Blackburn.

Literature

105. An Approach to Narrative (3:3). A course intended primarily for freshmen who do not plan to major in English and designed to give the student a knowledge of various types of narrative and to stimulate purposeful and discriminating reading for pleasure. Mrs. Hege.

201. European Literary Masterpieces (3:3). Extensive reading of complete works in translation: Homer, Dante, Erasmus, Montaigne, Cervantes, and others. Miss Buchert, Mr. Ladd, Mr. Allen, and Mr. Tisdale.

202. European Literary Masterpieces (3:3). Extensive reading of complete works in translation: Molière, Goethe, Dostoevsky, Tolstoy, Kafka, and others. Miss Buchert, Mr. Ladd, Mr. Allen, and Mr. Tisdale.

211, 212. English Literature (3:3), (3:3). Introduction to English literature. Emphasis on interpretation and intelligent appreciation of literary masterpieces. English 211 is required of all students. In addition all students must take either English 212 or English 252 or English 202. Mr. Tucker and staff.

251. American Literature from the Beginnings to the Civil War (3:3). American culture and literature from early colonial times through Lincoln, with emphasis upon the expansion of the American mind. Mr. Stephens and staff.

252. American Literature from the Civil War to the Present (3:3). American literature from 1850 to the present, with emphasis on the Civil War and Reconstruction; westward expansion; the local color movement and regionalism; the rise of realism, the development of social revolt, and the beginning of naturalism. Mr. Stephens and staff.

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337. **English Literature to 1500 (3:3).** An introduction to the culture of the Middle Ages. Selected reading in English literature from *Beowulf* to Malory. Works in Anglo-Saxon and some of those in Middle English in translation. Mr. Wimsatt and Mr. Tisdale.

338. **Non-Dramatic Literature of the English Renaissance, 1500-1610 (3:3).** Readings in the poetry and prose, with emphasis on the development of thought and style. Miss Buchert.

339. **Shakespeare: The Early Plays and the Sonnets (3:3).** Twelve plays will be studied, including *The Merchant of Venice*, and two parts of *Henry IV*, *Romeo and Juliet*, *As You Like It*, *Twelfth Night*, and *Hamlet*. Miss Buchert, Mr. Kelly, and Mr. Riley.

340. **Shakespeare: The Later Plays (3:3).** Twelve plays will be studied, including *Othello*, *King Lear*, *Macbeth*, *Antony and Cleopatra*, *Measure for Measure*, and *The Tempest*. Miss Buchert, Mr. Kelly, and Mr. Riley.

342. **The Seventeenth Century (3:3).** The main lines of thought and style noted in the major writers from the beginning of the century through Milton and Bunyan. Emphasis upon the lyric and meditative poetry of the metaphysicals. Miss Charles.

343. **Wordsworth and Coleridge (3:3).** Intensive study of the works of Wordsworth and Coleridge, with attention to the development of the Romantic movement. Mr. Dixon and Mr. Applewhite.

344. **The Later Romanticists (3:3).** Intensive study of the works of Byron, Shelley, and Keats. Mr. Dixon and Mr. Applewhite.

345. **Victorian Literature (3:3).** Important writings (exclusive of the novel) of the era 1832-1880. Those studied include Tennyson, Browning, Arnold, Rossetti, Swinburne, Elizabeth Browning, Carlyle, Ruskin, Newman, Clough, Huxley, and others. Mr. Bulgin, Mr. Lane, and Mrs. Hege.

346. **The Later Nineteenth Century (3:3).** Writings of the last thirty years of the nineteenth century, including Hopkins, Hardy, Housman, Wilde, Shaw, Kipling, Wells, and others. Mr. Bulgin, Mr. Lane, and Mrs. Hege.

351. **The American Novel through World War I (3:3).** An historical and critical study of the American novel from its beginnings through Theodore Dreiser. Pr. junior classification. Mr. Ellis.

352. **The American Novel since World War I (3:3).** An historical and critical study of the American novel from Theodore Dreiser to the present. Pr. junior classification. Mr. Ellis.

357, 358. **Contemporary Poetry (3:3), (3:3).** A study of contemporary poets whose writings reflect the changing aesthetic, social, political, and

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ethical conventions of our present civilizations. Either course may be elected independently of the other. Mr. Watson, Mr. Chappell, and Mr. Davis.

359. The Restoration and Early Eighteenth Century, 1660-1740. (3:3). A study of representative writers of the period, including Pepys, Dryden, Congreve, Defoe, Addison and Steele, Swift, and Pope. Mr. Tucker.

360. The Later Eighteenth Century (3:3). A study of the decline of the Neoclassic tradition. Emphasis upon such writers as Richardson, Fielding, Gray, Goldsmith, Boswell, Johnson, Burns, and Blake. Mr. Tucker.

371. The Literary Study of the Bible (3:3). The Bible as a part of the world's great literature; designed to give the student a better comprehension of the Bible through study of its origins, history, structure, and literary qualities. Mr. Arndt.

375. Black Writers in America (3:3). A survey of black literature written in the United States, its backgrounds, directions, and achievements. Pr. either 251 or 252 or consent of instructor.

449. Coordinating Course (1:1). A one-hour course required of English majors in the senior year. Designed to guide the student in the independent review of his major subject, to help him coordinate that subject with work in other fields, and to assist him to prepare for the departmental comprehensive examination, which concludes the course. Mr. Bulgin.

493-494. Honors Work (3:3)-(3:3). Staff.

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

Literature and Language

Prerequisite for credit in all courses in literature listed below: the successful completion of at least six hours of approved courses in English and American literature at the junior level or above.

501. Special Studies in Yeats and Joyce (3:3). A careful examination of the major achievements of each of these Irish authors. Mr. Helgeson.

502. Recent British Poetry and Drama (3:3). A detailed consideration of movements and major figures, such as Stephen Spender, Philip Larkin, Dylan Thomas, Thom Gunn, Samuel Beckett, John Osborne, and Harold Pinter. Mr. Griffith and Mr. Helgeson.

510. Old English (3:3). An introduction to the language and literature of the Anglo-Saxon period (600-1100 A.D.). The language is studied primarily in conjunction with literary texts. Mr. Wimsatt.

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513. **The English Language** (3:3). A study of the origins and the development of the English language, emphasizing the influences on its growth as well as its present usage. Miss Charles, Mr. Tisdale.
531. **The American Transcendentalists** (3:3). A survey of the writings of the New England transcendentalist group with intensive study of the contributions of Emerson, Thoreau, and Whitman. Mr. Stephens.
532. **The American Romantic Novel** (3:3). Development of the American novel and romance from the early sentimental and gothic forms through Hawthorne and Melville. Some attention to related forms such as travel narrative, sketches, etc. Mr. Stephens and Mr. Darnell.
533. **The Realistic and Naturalistic Novel** (3:3). A survey of the American novel (1860-1920) that will include such writers as Twain, James, and Dreiser and also selected minor writers. Mr. Ellis, Mr. Darnell, and Mr. Griffith.
534. **The Modern American Novel** (3:3). A survey of modern American novels, including works by such writers as Faulkner, Hemingway, and Fitzgerald, along with selected minor writers. Mr. Ellis and Mr. Helgeson.
536. **Chaucer** (3:3). A study of Chaucer's major works, including the *Canterbury Tales* and *Troilus and Criseyde*. Mr. Wimsatt and Mr. Tisdale.
537. **Middle English Literature** (3:3). An introduction to the language and literature of thirteenth-, fourteenth-, and fifteenth-century England. Mr. Wimsatt and Mr. Tisdale.
539. **Spenser** (3:3). A study of Spenser's *Faerie Queene* and selected minor poems. Extensive reading in related works of the period. Mr. Kelly.
540. **Shakespeare, Eight Plays** (3:3). A course background in the reading of Shakespeare's plays will be assumed. Staff.
541. **Milton** (3:3). A study of Milton's major poems and several of his most important prose works in their seventeenth-century setting. Miss Charles.
548. **The Modern Novel** (3:3). A study of a group of selected novels of the late nineteenth and twentieth centuries; emphasis on continental novelists with some comparative study of a few English and American masters. Staff.
549. **Literary Criticism** (3:3). A study of important critical writings from Plato to the present. Special attention to English criticism. Mr. Bulgin and Mr. Helgeson.
550. **Modern English Literature** (3:3). Consideration of a selected group of outstanding contemporary writers: essayists, novelists, dramatists, and poets. Mr. Watson and Mr. Chappell.

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552. Southern American Literature (3:3). A study of principal authors, from colonial times to the present, and literary movements related to the development and influence of the Southern tradition in American literature. Mr. Stephens.

554. Elizabethan Drama (3:3). Some attention to the beginnings of drama in English. Intensive study of the major plays of Lyly, Peele, Greene, Kyd, and Marlowe. Miss Buchert.

555. Jacobean and Caroline Drama (3:3). A survey of the works of such figures as Dekker, Middleton, Webster, Beaumont and Fletcher, Massinger, Ford, and Shirley. Special attention to the major plays of Ben Jonson. Miss Buchert.

556. English Drama of the Restoration and Eighteenth Century (3:3). A study of the principal dramatists of the period 1660-1800 with special attention to Congreve and Sheridan. Staff.

561. Poetry of the Later Eighteenth Century (3:3). A survey of English poetry between Pope and Wordsworth, with particular attention to the works of Johnson, Gray, Cowper, Crabbe, Burns, and Blake. Mr. Dixon.

562. Blake (3:3). A study of Blake's poetry and prose. Mr. Dixon.

563. American Poetry from the Beginnings to the Late Nineteenth Century (3:3). A survey of American poetry and related critical theory with special emphasis on such figures as Edward Taylor, Philip Freneau, William Cullen Bryant, Poe, Emerson, Longfellow, Whitman, and Dickinson. Mr. Darnell and Mr. Davis.

567. The English Novel through Scott (3:3). An historical and critical study of the English novel from its beginnings through Sir Walter Scott, with emphasis on the novel in the eighteenth century. Mr. Bulgin.

568. The English Novel from Austen through Hardy (3:3). An historical and critical study of the English novel from Jane Austen through Thomas Hardy, with emphasis on the novel in the nineteenth century. Mr. Bulgin.

570. The Structure of Verse (3:3). Verse forms and sound patterns in English and American poetry. Mr. Watson and Mr. Applewhite.

582. The Modern Drama (3:3). Drama of the late nineteenth century and the twentieth century. Mr. Dennis.

Writing

525, 526. Writing-Advanced: Fiction (3:3), (3:3). Mr. Chappell.

527, 528. Writing-Advanced: Poetry (3:3), (3:3). Mr. Kirby-Smith and Mr. Tate.

529, 530. Writing-Advanced: Plays (3:3), (3:3). Mr. Watson.

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The courses above constitute continuations of 325, 326, and are reserved for writers who have been encouraged to study writing through a second year. Prerequisites for graduate credit: (1) the successful completion of a semester in advanced composition and in 325 or 326 or the equivalent; and (2) permission of the head of the Department of English and of the instructor.

COURSES FOR GRADUATES

The graduate student in English may work toward one of four degrees: the Master of Arts with a minor in an approved related field or with a minor in some field of American or English literature; the Master of Fine Arts with a major in writing and a minor either in other arts or in English or American literature; and the Master of Education with a major in English or a minor in English; and the Doctor of Philosophy. Graduate programs are described in the Graduate School Catalog.

Prerequisite for writing courses planned for candidates for the M.F.A. in writing: the successful completion of at least eighteen hours in approved courses in English and American literature above Grade I. Recommended for all candidates for the M.F.A. in writing: Philosophy 690, Aesthetics (3:3).

Literature and Language

- 601. Bibliography and Methodology (3:3).
- 603, 604. Recent Anglo-Irish Literature (3:3), (3:3).
- 609, 610. Seminar in Middle English Literature (3:3), (3:3).
- 611, 612. Seminar in the Literature of the English Renaissance (3:3), (3:3).
- 617a,b. Studies in Lyric and Narrative Verse: (a) Romantic; (b) Victorian (3:3), (3:3).
- 621, 622. Romanticism (3:3), (3:3).
- 633. Studies in Nineteenth-Century American Literature (3:3).
- 634. Studies in Twentieth-Century American Literature (3:3).
- 643. Special Studies in Wordsworth (3:3).
- 644. Romantic Poetry (3:3).
- 645. Studies in Victorian Poetry (3:3).
- 646. Special Studies in Byron, Shelley, and Keats (3:3).
- 647. Studies in Victorian Prose (3:3).

GEOGRAPHY

- 655, 656. Contemporary British and American Literature (3:3), (3:3).
660. Modern English (3:3).
661. Theory of Rhetoric (3:3).
- 662a,b,c. Studies in Poetry and Drama: (a) Sixteenth Century; (b) Seventeenth Century; (c) Eighteenth Century (3:3), (3:3), (3:3).
- 663a,b. Studies in the Development of English Prose: (a) 1500-1660; (b) 1660-1900 (3:3), (3:3).
- 667a,b. The English Novel (3:3), (3:3).
668. Directed Reading (3 to 6).

Writing

- 671, 672. Graduate Tutorial in Writing: Fiction (3:3), (3:3).
- 673, 674. Graduate Tutorial in Writing: Poetry (3:3), (3:3).
- 675, 676. Graduate Tutorial in Writing: Plays (3:3), (3:3).
- 677, 678. Special Problems in Writing (3:3), (3:3).
699. Thesis (3 to 6).
799. Dissertation (3 to 6).

DEPARTMENT OF GEOGRAPHY

Professor DOZIER (Head of the Department); Assistant Professor BENNETT; Lecturer HAYES; Instructor PARKER.

101. World Human Geography (3:3). A world regional study in which the emphasis is on man and his distinctively human responses to various geographic situations throughout the earth. The nature and development of cultural regions will be studied through countries selected as representative.

¹211, 212. Physical Geography (3:2:3), (3:2:3). An introduction to the earth science aspects of geography. First semester: weather and climate; second semester: geological aspects and physiography. May not be taken for credit along with Geog. 335.

237, 238. Fundamentals of Economic Geography (3:3), (3:3). A social science-oriented survey emphasizing in the first semester characteristics, location, and functional relationships in the world patterns of agriculture and manufacturing. Second semester consists of an introduction to world urbanization: history, structure, and methods of analysis.

¹May not be used to satisfy the social science requirement.

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335. General Geography (3:2:3). A general survey of world environmental patterns and features, especially those of climate, the interrelationships, the physical processes involved, and the human-economic significance. Required of elementary education majors.

337. Geography of South America (3:3). A study of the physical environmental conditions, resources, patterns of population and development, economic and social problems of the various countries of the South American continent.

339. Geography of Middle America (3:3). A study of the physical environmental conditions, resources, patterns of population and development, economic and social problems of Mexico, Central America, and the Caribbean Islands.

341. Geography of Europe (3:3). An analysis of the interrelationships of climate, surface features, natural resources, distribution of peoples, economy, and problems of modern Western Europe.

342. Geography of the Soviet Union (3:3). A regional study emphasizing the relationships that exist between the physical environment and the cultural patterns in the Soviet Union.

344. Geography of the United States and Canada (3:3). A regional study emphasizing the relationships that exist between the natural environment and the human activities in each of the geographic regions of the U. S. and Canada.

348. Geography of Asia (3:3). A survey of the physical features, natural resources, population distribution, and economic adjustments of the peoples of East and Southeast Asia.

350. Geography of Africa (3:3). A study of the physical and cultural environments of Africa, with emphasis on the role of geographic factors in the historical, political, and economic development of the various regions of the continent.

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

501, 502. Urban Geography (3:3), (3:3). A study of the location, characteristics, and patterns of urban institutions and functions. Emphasis is on the spatial relationships of the use of the land in cities. Second semester consists of a practicum in Urban Geography emphasizing field techniques of data collection and analysis.

¹May not be used to satisfy the social science requirement.

GEOGRAPHY

503a,b. Physiography of the United States (3:3), (3:3). A study of the physiographic regions of the U.S., the genesis and pattern of the major landforms included within each, their distinctive characteristics, and their cartographic interpretation. (1st Semester: Western U. S.; 2nd Semester: Eastern U. S. with field trips.)

511. Climatology (3:3). A study of the meaning, scope, and methods of climatology with emphasis on the climatic elements, the climatic controls, and the climatic types of the various continents. Pr. 211 or permission of the instructor.

512. Geomorphology (3:2:3). An advanced study of the dynamics of the earth's surface: landform interpretation through selective examination of major processes, especially fluvial. Field trips. Pr. 212 or permission of instructor. May not be taken for credit along with Geog. 503a,b.

521, 522. Population Geography (3:3), (3:3). The first semester is a study of the areal differentiation of the population of the earth and the interrelationships which exist between man and various cultural and physical environmental factors. The second semester provides training in developing and conducting field work in population geography, with written reports and cartographic analysis.

523. Political Geography (3:3). Geographic relationships in the formation, administration, and international problems of nations; emphasis is upon locational factors, boundaries, culture groups, core areas, and resource inequalities.

537. Industrial Geography (3:3). A study of the factors relating to the nature, location, and development of manufacturing industries, emphasizing locational theory, classification of manufactures, principal areas of manufacturing activity, and the interrelationships between manufacturing and other phases of economic geography.

560a,b,c. Special Regional Studies (3:3), (3:3), (3:3). An intensive study of selected smaller geographic regions from throughout the world, their physical, economic, and cultural geography. One designated sub-region will be studied in any given semester.

560a. The Central American Republics; 560b. The United States South; 560c. The Mediterranean.

571. Cartography and Geographic Techniques (3:1:6). Introduction to maps and map-making, stressing drafting techniques, map design, and application of research methods to the map.

576. Conservation and Resource Planning (3:3). The nature of resources, their significance to man, and the need for conservation. Problems arising from the use and misuse of resources in the United States from the regional planning viewpoint. Field trips.

¹May not be used to satisfy the social science requirement.

GERMAN-RUSSIAN

DEPARTMENT OF GERMAN AND RUSSIAN

Professor BAECKER (Head of the Department); Associate Professor NEWTON; Assistant Professors JASENOVIC, RENER; Instructor FRY; Teaching Assistant RITZENHOFF.

GERMAN

German 101-102, 103, 104, and 210 will not count toward a major in German. Suggested courses in support of a German major: English 201, 202 (European Literary Masterpieces); Geography 341 (Geography of Europe); History 392 (Germany and Central Europe Since 1815); Philosophy 312 (History of Modern Philosophy).

101-102. Elementary German (3:3)-(3:3). Essentials of grammar, graded reading, vocabulary building. Language laboratory facilities.

103, 104. Intermediate German (3:3), (3:3). Review of grammar, reading lyrics, short stories, and selections from plays.

¹150. Applied German (International House) (1:1). Students living on the German Floor of the International House agree to use the language for communication, and to participate in the conversational, social and other activities of the Floor and House. May be repeated for credit up to a total of four (4) semester hours. Grade: pass/not pass. Pr. admission to German Floor of International House.

205, 206. Introduction to German Literature (3:3), (3:3). Representative works in prose and verse.

210. Scientific and Technical German (3:3). German readings in chemistry, physics, zoology, botany, geology. Pr. 103.

211. German Conversation and Composition (3:3). For students desiring some proficiency in spoken and written German. Free conversation on a wide range of everyday subjects. Language laboratory facilities. Pr. 103, 104, or permission of the instructor.

212. Intermediate Conversation (3:3). Free conversation in idiomatic German. Written work in dialogue form. Building up an active vocabulary. Laboratory facilities.

213, 214. German Civilization (3:3), (3:3). A broad outline of the cultural, political, and social development of Germany and her role in the European tradition.

311, 312. The German Novelle (3:3), (3:3). A study of the development of the German Novelle from the Romantic period to the present.

¹This course may not be used to satisfy the foreign language requirement.

GERMAN-RUSSIAN

317-318. **Survey of German Literature (3:3)-(3:3).** Survey of the German Literature to 1750. Major works and figures of the Medieval, the Renaissance, and the Baroque periods.

321, 322. **Goethe's Life and Selected Works (3:3), (3:3).** A study of the various periods of Goethe's literary activity; reading of works illustrating different periods of his development.

325, 326. **German Literature of the Nineteenth and Twentieth Centuries (3:3), (3:3).** Selected works of representative writers in the fields of poetry and novel and drama.

327, 328. **The Classical Period of German Literature (3:3), (3:3).** Representative works of Lessing, Schiller, Goethe.

331. **Lessing and His Time (3:3).**

332. **Schiller's Life and Selected Works (3:3).**

337, 338. **Contemporary German Literature (3:3), (3:3).** Studies in the works of contemporary writers: Rilke, Kafka, Musil, Broch, Brecht, Mann, Grass, Boell.

345. **German Fiction of the Nineteenth Century (3:3).** Selected works of the more important writers are read. Emphasis upon the Romantic period. Collateral readings and reports.

346. **The German Drama of the Nineteenth Century (3:3).** Brief lectures on the lives and works of the following authors: Kleist, Büchner, Grabbe, Grillparzer, Hebbel, Ludwig, and Hauptmann.

401. **Goethe's "Faust" (3:3).**

491, 492. **Readings for Seniors (3:3), (3:3).** Required of all seniors majoring in German. A reading list will be provided to meet the needs of the individual student. Weekly reports are required.

RUSSIAN

101-102. **Elementary Course (3:3)-(3:3).** Basic principles of grammar; graded reading of selected texts; some conversation; language laboratory facilities.

203-204. **Intermediate Course (3:3)-(3:3).** Review of grammar, practice in conversation, selected readings from 19th and 20th century literature.

215. **Russian Conversation and Composition (3:3).** Conversation on a wide range of subjects; composition based upon readings.

HEALTH, PHYSICAL EDUCATION, & RECREATION

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, AND RECREATION

Professors MARTUS (Head of the Department), HENNIS, McGEE, MOOMAW, ULRICH; Associate Professors BARRETT, DAVIS, LEONARD, SOLLEDER, UMSTEAD; Assistant Professors GREENE, LOEFFLER, PLEASANTS, RILEY, WARREN, WHITE; Instructors GALLOWAY, GASKIN, HEIMERER, LAIN, LOWE, PORTER, ROCKWOOD, RUSSELL, ST. PIERRE, SWIGGETT; Visiting Professor LAWOTHER; Artist in Residence LEVINOFF; Part-time Instructor HIGGINS.

HEALTH EDUCATION

Health education courses may be elected by students in any curriculum.

Undergraduate and graduate major programs in health education are also available. Curricula fulfill North Carolina requirements for teacher certification and, with appropriate selection of elective courses, can provide suitable preparation for some types of community health organization positions.

101. Health (3:3). To promote better living in the present and future through an understanding of pertinent health needs of the individual and community. Emphasis on the development of values and insights as a basis for choices in meeting health problems. Required of all students seeking teacher certification; upperclass students substitute 301. Elective for all others.

236. First Aid (1:1). American National Red Cross Standard Course leading to certification for those who qualify. Required of majors in physical education and in recreation; open to others.

301. Health (3:3). The scientific approach to physical, emotional, and social health problems; application of personal health knowledge and practices to community and world living. Open only to juniors and seniors who have not had Health 101. Fulfills teacher certification requirement. Elective for others.

330. Family Health (3:3). A study of contemporary health problems as they affect the maintenance and promotion of the health of the family. Pr. 101 or 301, or permission of the instructor. Elective for juniors, seniors, and qualified sophomores.

334. Community Health (3:3). The broad scope of community health, the efforts of official and voluntary agencies toward solving major health problems, and the responsibility of the individual in the community health program. Greensboro is used as a laboratory for the study of community services for health in practice and the projecting of health plans for community improvement. Pr. 101 or its equivalent, or 301, or permission of the instructor.

HEALTH, PHYSICAL EDUCATION, & RECREATION

338. Safety and First Aid (3:3). The study of factors essential to safety in the home, school, and community. Presentation of American Red Cross first aid courses leading to certification as an Instructor for those who qualify. Students may also qualify for Civil Defense instructor certificate in Medical Self-Help. Elective for juniors, seniors, and qualified sophomores.

341. Elementary School Health (3:3). A study of the health problems of the elementary school child and the role of the teacher in the school health program. Curriculum development and methods and materials of health instruction are given special consideration. Pr. 101 and Biology 101-102 or Chemistry 111-112.

367. Curriculum and Teaching Methods in Health (2:2). A study of the philosophy and practice of health education, with emphasis on modern theories of curriculum development, problem-centered teaching methods, and instructional materials.

369. Child Health (3:3). Growth and development as related to the health of children from prenatal life through adolescence. Consideration is given to meeting physical, emotional, and social needs in the care of children. Pr. 101 or Biology 277.

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

520. The School Health Program (3:3). A study of the total school health program (healthful environment, health services, health instruction) and its contribution to the health and education of children and youth.

540. Seminar in Health (3:3). Current problems, issues, and trends in health education and the health sciences, with emphasis on the analysis of research and literature.

COURSES FOR GRADUATES

600. Contemporary Problems in Health (3:3).

606. Workshops in Health Education (1) to (3).

676. Problems Seminar (1) to (4).

695. Independent Study (1) to (3).

699. Thesis (1) to (6).

PHYSICAL EDUCATION

Physical education is required in the general University program of all students in the freshman and sophomore years. Two semesters of one activity may be presented for credit if activities are at two different skill

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levels. Juniors and seniors may elect courses listed in the catalog as elective courses for credit and may audit activity courses with the permission of the academic class adviser and the instructor.

All students are classified for activity participation by the University Physician. Selection of activities for physical education instruction and recreation must be made on the basis of these recommendations. Motor skill scores, posture evaluations, interests, needs, and previous experience are used in the guidance of the student in the intelligent choice of activities for instruction and for leisure. A wide range of course offerings is available to students within the limitations of health status recommendations.

During the semester an orientation program is offered for all students. This orientation includes readings, assignments, discussions, and group participation in units of study in the history of physical education, the philosophy of modern physical education, and patterns of living defined as health practices, body mechanics, relaxation, and leisure. Through these experiences, the student has opportunities to develop understandings, appreciations, and attitudes in the theoretical approach to physical education as a part of his total education experiences.

Courses for Freshmen and Sophomores ($\frac{1}{2}$:2). 103, Body Mechanics; 104, Basic Activities; 105, Modified Activities; 106, Conditioning; 121, Beginning Badminton; 122, Intermediate Badminton; 123, Softball; 125, Basketball and Softball; 127, Beginning Golf; 129, Beginning Gymnastics; 130, Field Hockey; 131, Recreational Sports; 135, Soccer-Basketball; 136, Wrestling; 137, Speedball; 139, Volleyball and Basketball; 141, Lacrosse; 142, Social Dance; 143, Folk Dance; 144, Beginning Ballet; 145, Beginning Modern Dance; 147, Square Dance; 149, Tap Dance; 151, Beginning Swimming; 161, Beginning Tennis; 163, Volleyball; 170, Beginning Fencing; 220, Archery; 221, Intermediate Archery; 227, Intermediate Golf; 228, Advanced Golf; 229, Intermediate Gymnastics; 243, Intermediate Folk Dance; 244, Intermediate Ballet; 245, Intermediate Modern Dance; 246, Advanced Ballet; 247, Advanced Modern Dance; 252, Intermediate Swimming (lower); 254, Intermediate Swimming (higher); 256, Advanced Swimming; 258, Life Saving; 259, Water Safety Instructors; 262, Intermediate Tennis; 264, Boating and Canoeing; 266, Beginning Bowling; 267, Intermediate Bowling; 270, Intermediate Fencing.

HEALTH, PHYSICAL EDUCATION, & RECREATION

103. Body Mechanics for the Individual ($\frac{1}{2}$:2). Group and individual work in practical body mechanics, the use of the body in everyday activities; posture and relaxation. Particularly recommended for students whose posture examination indicates a need for work in this area.

104. Basic Activities ($\frac{1}{2}$:2). Designed for the student who needs additional work in basic fundamental skills as evidenced by the motor skill tests and recommendations of the instructor.

105. Modified Activities ($\frac{1}{2}$:2). Substituted for regular class work on the advice and recommendation of the University Physician and the head of the department for those students for whom a program of light activities is recommended. Recreational activities adapted to the needs of individuals in the group.

Gymnasium Costume

Every woman student in the regular University courses must provide herself with a regulation gymnasium outfit as follows:

Two washable suits	\$12.30
Regulation shoes	3.85
Two pair socks	1.60
Sweater	3.25
<hr/>	
Total	\$21.00

Gymnasium suits must be secured after the student comes to the University from the University Book Store which handles the uniform adopted and required by the Department of Health, Physical Education, and Recreation.

Men students should purchase regulation outfit from Book Store.

No swimming suit except a regulation suit may be worn in the swimming pool. This suit is supplied by the Department. The suit is laundered by the University after each swimming period. Women students using the pool must wear caps.

ELECTIVE COURSES

241. Playground Organization and Management

See p. 181.

334. Camp Leadership (1:1). Lectures, discussions, observations, and required readings on camp program, camp organization and administration, and the place of camping in the educational program.

336. Advanced Modern Dance (1:2). Open only to students who have completed two semesters of the Modern Dance or who can demonstrate the necessary skill.

HEALTH, PHYSICAL EDUCATION, & RECREATION

337. Waterfront Supervision (1:2). Open only to students who can present the requisite skill in swimming. Designed for students interested in camp counselorships and summer recreational programs. Red Cross certification.

338. Sports Organization and Management: Tennis (1:1). Designed especially for recreation leaders, camp counselors, high school teachers, and social workers. Fundamentals of coaching and standards of tournament play with emphasis on the values of health protection and ethics of sportsmanship.

339. Sports Organization and Management: Volleyball and Basketball (2:2). Adapted to meet the needs of recreation leaders, high school teachers, and camp counselors. Fundamentals of coaching and officiating in team sports.

340. Sports Organization and Management: Recreational Sports and Softball (2:2). Adapted to meet the needs of recreational leaders, high school teachers, and camp counselors. Fundamentals of coaching and officiating in team sports and organization and management of recreational games.

341. Principles and Procedures in Physical Education (3:3). Integration of principles in general education, and physical education for Grades I to VI.

342. Social, Folk and Country Dance (2:2). A study of the national characteristics of music, costumes, dances, and folk arts. Designed for the high school teacher, community worker, or recreation leader.

343. Festivals for School and Community (1:1). A study of traditional folk festivals and their adaptation to school and community use. Each student is required to write one festival based on the semester's study. The student should have had one semester in folk dances.

344. Community Recreation (3:2:3). The philosophy of recreation; program planning for various types of groups, practice teaching in social recreation; and observation in local community programs. Designed especially for recreational leaders, camp counselors, Girl Scout executives, county home demonstration agents, and social workers.

345. Elementary Dance Composition

See p. 182.

346. Intermediate Dance Composition

See p. 182.

354. History and Theory of the Dance

See p. 182.

355. Applied Dance (2:1:3). A coordinating course designed to increase skill in technique and the use of related art materials.

356. Applied Dance (2:1:3). Continuation of first semester course in which advanced skill and maturity in the selection and use of materials should be demonstrated.

HEALTH, PHYSICAL EDUCATION, & RECREATION

PROFESSIONAL COURSES IN PHYSICAL EDUCATION

The department offers graduate and undergraduate courses leading to the Bachelor's, Master's, and Doctor's degrees.

In cooperation with the Department of Sociology, the department offers work leading to the Bachelor of Arts degree in Recreation Leadership. See p. 74.

The curriculum leading to the Bachelor of Science degree with a major in Physical Education is based on the study of natural sciences, social sciences, and health. Courses in the humanities are required to insure the cultural background essential in this field of education. At the beginning of the junior year, the professional student in physical education may choose a program emphasizing teacher education, dance education, recreation in physical education, corrective physical education, dance performance, or health education. The teacher education and dance education sequences include courses in education and psychology required for a Grade A teaching certificate in Physical Education and Health.

No student is permitted to enter upon or continue the work of the professional course if in the judgment of the University Physician his physical condition renders it inadvisable.

For the requirements for the Bachelor of Science degree with a major in Physical Education, see p. 82.

Graduate work is offered leading to the Master of Fine Arts degree with a graduate major in Dance, the Master of Education degree with a major in Physical Education, the Master of Education degree with a major in Health Education, the Master of Science degree in Physical Education, the Master of Arts in Teaching degree (with certification in Health or Physical Education), and the Doctor of Education degree with a major in Physical Education.

COURSES FOR UNDERGRADUATES

111, 112. **Theory and Practice in Selected Activities** ($\frac{1}{2}$:6), ($\frac{1}{2}$:6). Field hockey, social dance, body mechanics, volleyball, officiating, rhythmic analysis, folk dance, badminton, swimming, softball, tennis and seminar.

211, 212. **Theory and Practice in Selected Activities** ($\frac{1}{2}$:6), ($\frac{1}{2}$:6). Speedball, golf, archery, marching, basketball officiating, stunts and tumbling, modern dance, free exercise and apparatus, bowling, track and field, elective in sports (fencing or lacrosse) alternating with tap dance and recreational sports, seminar.

241. **Playground Organization and Management** (3:3). Organization and leadership, techniques of teaching playground games, lead-up games to

HEALTH, PHYSICAL EDUCATION, & RECREATION

team sports, stunts, relays, and safety. Includes programming for and construction of school and community playgrounds. Observations of playground activities and physical education for Grades I-VI.

345. Elementary Dance Composition (2:2). Includes the study of the rhythmic and musical bases of dances, the elements of art and theatre in the structure of dances.

346. Intermediate Dance Composition (2:2). Includes the study of space and design elements as used in dance and as similarly used in other arts.

348. The Dance Curriculum (2:2). Evaluating and grading dance materials. Teaching methods in modern dance, folk, tap, American country, and social dance. The administration of the dance curriculum and the organization and problems of the dance production.

351. Principles of Physical Education, Health Education, and Recreation (3:2:3). Study and analysis of the biological, sociological, psychological, educational, and philosophical foundations of physical education and health including the definition, relationship, and application of principles of the teaching of physical education. Determination of the aim and objectives of physical education.

352. Curriculum in Physical Education (2:2). Process of developing modern programs of physical education. Study of the principles, steps, and factors involved in curriculum development including program content, instructional units, and lesson plans. Laboratory experiences on elementary and secondary levels. Corequisite Physical Education 360.

354. History and Theory of the Dance (3:3). The history and motivation of dance from primitive through present times. Study of theories of leading dancers from the beginning of theatrical dance through modern times.

359. Techniques of Coaching and Officiating (2:6). Advanced techniques in selected sports and dance—movement: fundamentals, gymnastics, dance; volleyball, basketball, speedball, track and field.

360. Curriculum and Teaching Methods in Physical Education Activities (2:6). Planning and organizing for teaching. Analysis of teaching behavior—student response. Study of motor development of students on elementary and secondary levels. The development of basic concepts of teaching methodologies. Laboratory experiences in teaching on the elementary and secondary levels. Corequisite Physical Education 352.

376. Kinesiology (3:3). Analysis of human motion. Study of joint and muscle function, mechanical principles governing human motion. Anatomic and mechanical analysis of physical education activities, basic skills, and posture.

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434. Camp Leadership (0). In June of the junior year, professional students in physical education are required to attend a two-week camp period in camping experience. During the summer camp program, the student must successfully pass work in the following activities: practical camp leadership, waterfront supervision, boating, and canoeing. The student is given instruction in activities which can be adapted for use in camps, in practical problems of camping, and in camp counseling. The satisfactory completion of all work is necessary before the student may enter the senior year in physical education.

449. Seminar in Health, Physical Education, and Recreation (3:3). The course is designed to coordinate the work of the student and to serve as a guide in the coordination of interpretations, philosophy, and understandings in modern physical education.

460. Observation and Participation in Health and Physical Education (2:2). Analysis of observation and participation techniques. Observation of pupils, class activities, and teaching methods. Participation in teaching-learning process. Practical experience in observation and participation in public schools on the elementary and secondary levels under guidance of cooperating teacher. Pr. 241, 351, 352, and Education 450 or with approval of department head.

461, 462. Directed Teaching in Health and Physical Education (3), (3). Techniques of teaching health and physical education under supervision. Full-time teaching in the Curry School, city schools, University service program, and/or teaching centers in the state. Admission by application only. Acceptance contingent upon approval of department head.

464. Administration of Health, Physical Education, and Recreation (2:2). A study of the administration of physical education in secondary schools and colleges, with special reference to the problems of the administrator in the conduct of the integrated program of physical education, health, and recreation.

465. Preventive and Corrective Physical Education (2:3). The study of the preventive and corrective programs in physical education. Organization and techniques of the physical examination. The study of body mechanics, corrective exercises, relaxation, and massage. Preparation for teaching preventive and corrective physical education.

468. Evaluation and Measurement in Health, Physical Education, and Recreation (3:3). Survey of tests and the application of measurement in physical education including related areas of health and recreation. Elementary testing procedures.

469, 470. Advanced Techniques and Teaching Methods in Physical Education (1:5), (1:5). 469—advanced techniques in selected team sports, conduct of the extramural program, experience in recreation leadership. 470—

HEALTH, PHYSICAL EDUCATION, & RECREATION

specialized methods in secondary school teaching and coaching or methodology in elementary physical education, public presentations.

476. Problems Seminar (2:2). A general survey of current problems in the fields of physical education. The course will provide an opportunity for the student to specialize in a problem of his choice. The emphasis of the problem shall be in dance, body mechanics, recreation, or teacher education.

493-494. Honors Work (3:3)-(3:3).

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

506. Sports in the Twelve-Year Program (3:3). A sports practicum designed to meet the needs of teachers of sports in the twelve-year program. Emphasis determined by needs and interests of students enrolled.

511. Prevention and Treatment of Athletic Injuries (2:1:2). A course designed to provide knowledge and skills to aid in the prevention and treatment of injuries common to athletes. Emphasis on prevention and reconditioning programs.

522. Anthropological Bases of Dance (2:2) or (3:3). A study of the dances of the primitive and developed cultures. Folk, court dances, and ballet as expressions of social forms and cultures.

523. Dance of the Twentieth Century (2:2) or (3:3). Development and trends of the various types of dance; their relationship to older social forms and cultures; to developments in the other arts today and to our present-day social pattern.

524. Survey of Contemporary Dancers (3:3). A study of the personal approaches and techniques as illustrative of the theories of leading modern dancers.

529. Dance Notation (3:3). Development of the ability to read and write Dance Notation and the construction of a score for an original piece of choreography.

530. Recreational Crafts (2:2) or (3:3). Organization of crafts program and practical experience in the use of various craft materials.

552. Outdoor Education (2:2). A preparation of leaders in the administration and guidance of school camping and outdoor education programs with special emphasis on programming, the acquisition of skill techniques, and administrative problems.

553. Organization and Administration of Recreation (2:2). A study and general survey of programs in recreation, with special emphasis on the problems which arise in planning the program.

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557. The Adapted Program in Physical Education (2:2). A survey of the related problems with special emphasis on advanced techniques for teaching body mechanics at different age levels.

563. The History of Physical Education (2:2). The historical development of physical education, with special emphasis on the educational philosophies of each era and the influences of these philosophies on current practices in physical education.

571. Physical Education for the Handicapped (3:3). Study of the physical education program for the emotionally, mentally, socially, and physically handicapped. Individual study in related problems. Observations of conditions through visits to orthopedic hospitals, to clinics and schools.

COURSES FOR GRADUATES

606. Workshops in Physical Education (1) to (3).

610. Statistics for Research in Health, Physical Education, and Recreation (3:3).

611. Introduction to Research in Physical Education (3:3).

612. Research Seminar (3:3).

613. Advanced Principles and Philosophy of Physical Education (3:3).

614. Professional Literature (2:2) or (3:3).

615. Visual Aids in Physical Education (2:2).

616. Problems in Organization and Administration (2:2).

617. Current Theories and Practices of Teaching Sports (2:2).

618. Current Theories and Practices of Teaching Sports (2:2).

620. Rhythmical Analysis (3:3).

621. Administration of the Dance Curriculum (3:3).

631. Leadership, Organization, and Administration for Camping (2:2) or (3:3).

643. Mechanical Analysis of Motor Skills (3:3).

644. Psychological Aspects of Sports (3).

645. The Behavioral Bases of Physical Education (3:3).

648. Learning and Performance of Physical Skills (3).

649. Seminar in Health, Physical Education, and Recreation (3:3).

650. Scientific Bases of Physical Education (3:3).

HISTORY

- 651. Sports Seminar (2:2) or (3:3).
- 652. Curriculum in Physical Education: Theory and Design (3:3).
- 662. Movement in Dance and Sports (2:2) or (3:3).
- 663. Supervision of Physical Education (3:3).
- 668. Evaluation and Measurement in Physical Education (2:2) or (3:3).
- 676. Problems Seminar (3).
- 685. Choreography for Solo and Duet Dances (3:3).
- 686. Choreography for Large Groups and Long Dances (3:3).
- 690. Experimentation and Analysis (3:3).
- 693. Research Problems (1) to (4).
- 695. Independent Study (1) to (3).
- 699. Thesis (1) to (6).
- 799. Dissertation (1) to (16).

DEPARTMENT OF HISTORY AND POLITICAL SCIENCE

Professors BARDOLPH (Head of the Department), BEELER, CURRENT¹, MACKENZIE, PARKER², PFAFF, TAYLOR³, TRELEASE, VENKATARAMANI⁴, WRIGHT⁵; Associate Professors CALHOON¹, HEGE, HUNT, ROBINSON; Assistant Professors CLOWSE, CLUTTS, GORDON, LUCZYNSKI, MELTON, SAAB⁵, SCHANTZ; Instructors BOYD, BURKHOLDER⁶, CASSELL, COOLEY, HARDY, WILLIAMS; Lecturers PLANCK, SARVER; Teaching Assistants FRANZONI⁷, LINE⁷.

COURSES FOR UNDERGRADUATES

HISTORY⁸

101-102. Modern European History (3:3)-(3:3). Since 1500, with backgrounds in ancient and medieval Europe. Staff.

105, 106. The World in Our Time (3:3). (3:3). A survey of world developments since 1945. First semester: International organizations and larger nations. Second semester: Smaller nations. Mr. Parker.

¹On leave, 1969-1970.

²On leave, first semester.

³Visiting Professor, first semester.

⁴Visiting Professor, 1969-1970.

⁵On leave, second semester.

⁶Second semester, 1969-1970.

⁷Part-time.

⁸A student majoring in either history or political science cannot have more than a total of 42 hours of work in history or political science combined, beyond the required freshman history, count toward graduation.

HISTORY

- 211, 212. **The United States: A General Survey** (3:3), (3:3). First semester: to 1865. Second semester: since 1865. Staff.
215. **The Civilizations of Asia** (3:3). A survey of the history, institutions, and culture of India, China, and Japan, from earliest times to about 1700. Limited reference to Southeast Asia, Central Asia, and Korea. Mr. Wright.
216. **The Civilizations of Asia** (3:3). A study of the impact of the West on Asia, and Asia's response; the development of nationalism and Communism. The focus is on India, China, and Japan in the 19th and 20th centuries. Mr. Wright.
- 301, 302. **Afro-American History: A Survey** (3:3), (3:3). A study of the Afro-American experience in the United States, from the African backgrounds to the present day. First semester to 1865; second semester since 1865. Each course may be taken separately.
305. **Selected Contemporary Problems Historically Considered** (3). A study of selected topics in history which can be incorporated into standard high school history courses.
310. **Early National History, 1783-1815** (3:3). American history from the Peace of 1783 to 1815; Confederation, and the evolution of a nation, political parties, and a foreign policy. Mr. Calhoon.
334. **The Period of the American Revolution, 1763-1783** (3:3). Colonial social structure, organization of the Empire, British politics and society, the War of Independence, the period as a problem in historical interpretation. Mr. Calhoon.
337. **The American Colonies** (3:3). A study of the political, economic, and intellectual developments of the English colonies. Mr. Clowse.
338. **South America** (3:3). Historical development of the continent of South America with emphasis on twentieth-century politics. Mr. Parker.
342. **The United States, 1877 to 1917** (3:3). Selected topics in the political, economic, and cultural history of the United States in the era of America's emergence as an industrial and urban society and as a world power. Miss Clutts.
343. **North Carolina To 1865** (3:3). Mr. Robinson.
344. **North Carolina Since 1865** (3:3). Mr. Robinson.
348. **The United States Since 1918** (3:3). Selected topics in the political, economic, and cultural history of the United States since World War I. Miss Hege.
353. **Ancient Civilization** (3:3). The Ancient World to the death of Justinian, with emphasis on the political and cultural development of Greece and Rome and the rise of Christianity. Staff.

HISTORY

355. **The Renaissance (3:3).** A study of the background, causes, and progress of the intellectual and cultural movements in Europe in the fourteenth, fifteenth, and sixteenth centuries. Mr. Planck.
356. **The Reformation (3:3).** A study of the Reformation period in European History. Mr. Planck.
373. **England To 1660 (3:3).** Origins and evolution of English culture and the English constitution. Mr. Melton.
374. **England Since 1660 (3:3).** A continuation of History 373 but designed for those who wish to take the course separately. Mr. Melton.
381. **The Near and Middle East (3:3).** Emphasizing developments since World War I. Mr. Wright.
382. **The Far East (3:3).** China, Japan, Southeast Asia, India, and Pakistan, emphasizing the impact of Western imperialism, Asian nationalism and Communism. Mr. Wright.
391. **Germany and Central Europe (3:3).** A study of the main political, economic, and cultural developments, with special emphasis on basic factors and problems in German history, from the origins to 1815. Staff.
392. **Germany and Central Europe, From 1815 to the Present (3:3).** A continuation of History 391, but may be taken separately. Special emphasis is given to the "German problem" and contemporary Germany.
- 401, 402. **Individual Study (1) to (3).** A directed program of reading or research. Available to the qualified student upon the recommendation of an instructor. Staff.
- 493-494. **Honors Work (3:3)-(3:3).**

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

502. **Problems of Latin America (3:3).** Dictatorship in government, colonialism in the economy, illiteracy in society, church-state relationships, role of the Indian, and hemispheric cooperation, presented against their historical background. Mr. Parker.
503. **Main Currents in Western Civilization: The Twentieth Century (2:2).** Trends in interrelationships in major aspects of contemporary culture. Discussion of principal alternatives confronting Western man. Readings in the works of leading thinkers of our time. Staff.
515. **American Foreign Policy (3:3).** An historical approach to contemporary problems. Mr. Current, Mr. Venkataramani.

¹Same as Political Science 515. Major students in either history or political science who take History (Political Science) 515 shall count it in their own major, subject to all the restrictions applying to courses in their major sequence.

HISTORY

526. The Civil War and Reconstruction (3:3). Mr. Current, Mr. Venkataramani.

528. Constitutional History of the United States (3:3). A study of the leading principles and practices of American government, examined in their historical context and illustrated by Supreme Court cases in Constitutional law. Miss Hunt.

529. Civil Liberties and the Judicial Process (3:3). A study of the historical development of leading judicial doctrines of civil liberties and civil rights in the United States with particular emphasis on the interplay of philosophical, social, and political factors involved in the Supreme Court decisions in this field. Miss Hunt.

533. The Age of Jackson (3:3). The major issues and events in American domestic history and foreign relations from 1815 to 1848. Mr. Trelease.

538. The Era of Roosevelt and Truman (3:3). Domestic developments and foreign relations in an era of depression, global war, and cold war, 1932-1952. Mr. Venkataramani.

540. Middle America (3:3). Historical development of Mexico, Central America, and the West Indies, with emphasis on 20th century politics. Mr. Parker.

541. The United States and Latin America (3:3). Hemispheric relationships and problems from independence to twentieth-century alliance. Mr. Parker.

542. Central American Civilization (3:3). The history of Central America in all of its aspects, emphasizing interrelationships between the structure of society and politics. Mr. Parker.

546. The Old South (3:3). An interpretation of the political, economic, social, and cultural forces in the evolution of the pre-Civil War South, emphasis being placed on the period from 1820-1860. Mr. Trelease.

547. The New South (3:3). A study of Southern history from the end of Reconstruction to the present with emphasis on contemporary regional problems. The South will be studied in both relationship and contrast to national development. Mr. Trelease.

549. Social and Cultural Forces in the United States To 1865 (3:3). The development of American society, with emphasis on the life of the people and the influence of changing religious, intellectual, aesthetic, literary, social, and economic currents. Mr. Bardolph.

¹Same as Political Science 528. Major students in either history or political science who take History (Political Science) 528 shall count it in their own major, subject to all the restrictions applying to courses in their major sequence.

²Same as Political Science 529. Major students in either history or political science who take History (Political Science) 529 shall count it in their own major, subject to all the restrictions applying to courses in their major sequence.

HISTORY

550. Social and Cultural Forces in the United States Since 1865 (3:3). A continuation of History 549 but also open to those who wish to take the course separately. Mr. Bardolph.

554. Europe in the Middle Ages: 300-1050 A.D. (3:3). From the time of Constantine to the reforms of Hildebrand. Emphasis upon the political, social, cultural, economic, and military institutions of medieval Europe. Mr. Beeler.

555. Europe in the Middle Ages: 1050-1494 A.D. (3:3). From the papacy of Hildebrand to the French invasion of Italy. Emphasis upon the political, social, cultural, economic, and military institutions of medieval Europe. Mr. Beeler.

561. The Age of Absolutism (3:3). Europe 1648-1789, emphasis on French history; Louis XIV; eighteenth century enlightened monarchs; the Old Regime; background of the French Revolution. Mr. Planck.

565. Europe 1815-1870 (3:3). Political, diplomatic, economic, and social developments in Europe, including England. Mrs. Saab.

566. Europe Since 1920 (3:3). Domestic developments, internal politics, and the international relations of the major countries of Europe, from the Treaty of Versailles to the present. Mr. Luczynski.

568. The French Revolution and Napoleon (3:3). The struggle for social, economic, and political democracy during the Revolution and the advancement or negation of progress toward those goals under Napoleon. Mr. Planck.

569. Europe in the Nineteenth Century (3:3). Emphasis will be placed upon social, cultural, and intellectual history. Works of leading thinkers will be read and discussed. Mr. Pfaff.

570. Europe in the Twentieth Century (3:3). A continuation of History 569 but may be taken separately. Mr. Pfaff.

571. Political Theory (3:3). The works of leading thinkers from ancient times to the nineteenth century. Staff.

572. Political Theory (3:3). The nineteenth and twentieth centuries. A continuation of History (Political Science) 571 but may be taken separately. Staff.

577. Russia To 1900 (3:3). An introduction to the old Russia of Kiev and Muscovy, followed by a more intensive survey of the eighteenth and nineteenth centuries. Mr. MacKenzie.

¹Same as Political Science 571. Major students in either history or political science who take History (Political Science) 571 shall count it in their own major, subject to all the restrictions applying to courses in their major sequence.

²Same as Political Science 572. Major students in either history or political science who take History (Political Science) 572 shall count it in their own major, subject to all the restrictions applying to courses in their major sequence.

HISTORY

578. **Russia Since 1900 (3:3).** The end of the Tsarist Empire, the revolution of 1917 and its aftermath, the Soviet Union under Stalin, and recent developments. Mr. MacKenzie.
581. **Tudor and Stuart England, 1485-1714 (3:3).** English society, government and economics in the 16th and 17th centuries; impact of religious changes, the expansion of England; problems of the revolutions and emergence as a great power. Staff.
582. **England From The 18th Century To The Present (3:3).** Development of English society; political, economic, and social evolutions. Staff.
- 599a. **Political and Social History of North Carolina to 1816 (2:2).** Political and social history of North Carolina to 1816, with emphasis on the major trends in its development. Mr. Robinson.
- b. **Political and Social History of North Carolina from 1816 to 1966 (2:2).** A survey of the political, social, economic, and cultural development of North Carolina in the last century and a half. Mr. Robinson.

COURSES FOR GRADUATES

600. **Historiography (3:3).**
601. **Seminar in European History: before 1815 (3:3).**
602. **Seminar in European History: since 1815 (3:3).**
611. **Seminar in American History: before 1865 (3:3).**
612. **Seminar in American History: since 1865 (3:3).**
613. **Problems in American History for Teachers of American History Survey Courses (3).**
699. **Thesis (3 to 6).**

POLITICAL SCIENCE¹

COURSES FOR UNDERGRADUATES

221. **The Federal Government (3:3).** Origin, organization, and development, with special attention to government in action and to administration. Miss Hunt and staff.
276. **Comparative Government (3:3).** Parliamentary and Communist governments in Europe. Mr. Sarver.
311. **Public Administration (3:3).** A study of governmental administrative organization in the United States with particular emphasis on the factors involved in administrative decision-making. Staff.

¹A student majoring in either political science or history cannot have more than a total of 42 hours in history and political science combined, beyond the required freshman history, count toward graduation.

HISTORY

322. State and Local Government (3:3). Structure and functions of government in the state and local fields. Miss Hunt.

323. International Politics (3:3). Analysis of basic factors of power among nations; imperialism; national policies. Mr. Wright.

324. International Organization (3:3). International laws and organization, with emphasis on the United Nations. Mr. Wright.

327. American Political Parties (3:3). Party development and organization, campaigns and elections, political machines. Miss Hunt.

362. Government and Politics of Asia (3:3). Analysis of contemporary political structures of selected Asian countries, in the context of their operational social, economic, and political forces. Focus in a given year will be on one or more of the following areas: China, Japan, South Asia and Southeast Asia. Mr. Wright.

401, 402. Individual Study (1) to (3). A directed program of reading or research. Available to the qualified student upon the recommendation of an instructor. Staff.

493-494. Honors Work (3:3)-(3:3).

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

505. Problems in Politics (3:3). A seminar in research and study in political science. Attention will also be paid to problems of methodology and alternative conceptions of the whole field of political science as a scholarly discipline. Staff.

¹515. American Foreign Policy (3:3). An historical approach to contemporary problems. Mr. Current, Mr. Venkataramani.

²528. Constitutional History of the United States (3:3). A study of the leading principles and practices of American government, examined in their historical context and illustrated by Supreme Court cases in Constitutional law. Miss Hunt.

³529. Civil Liberties and the Judicial Process (3:3). A study of the historical development of leading judicial doctrines in civil liberties and civil rights in the United States with particular emphasis on the interplay of philosophical, social, and political factors involved in the Supreme Court decisions in this field. Miss Hunt.

⁴571. Political Theory (3:3). The works of leading thinkers from ancient times to the nineteenth century. Staff.

⁵572. Political Theory (3:3). The nineteenth and twentieth centuries. A continuation of Political Science (History) 571 but may be taken separately. Staff.

¹See note 1 on page 188.

²See note 1 on page 189.

³See note 2 on page 189.

⁴See note 1 on page 190.

⁵See note 2 on page 190.

HOME ECONOMICS

THE SCHOOL OF HOME ECONOMICS

NAOMI G. ALBANESE, Dean

Professors ALBANESE, CROW, KEENEY, KEISTER, KLEMER, MAGEE, RIDDER, SALVIN; Associate Professors CANADAY, CHAMPOUX, JOHNSON, LOWE, STALEY, WHITE; Assistant Professors DEEMER, DICKY, EDWARDS, FRANCIS, KALKA, SMITH; Instructors ARTZ, FREEDMAN, GARNER, ROSWELL, SINGLETARY, SUMNER, TROGDON, WAGONER, WILLIAMS, WILSON, WOLF; Research Instructors HOLMES, KIVETT, SHOFFNER; Lecturers GRANT, MILLER, SIX; Research Technician WADE.

The subject-matter areas of home economics include child development and family relations, clothing and textiles, foods, nutrition and food service management, home economics education, and housing and management.

The general education requirements of this program include courses in the humanities, the biological, physical, and social sciences.

The specialized curricula in home economics may lead to many careers and professions, including public school and college teaching, research, extension service, nursery school education, public health nutrition, hospital dietetics, food service, merchandising, interior design, business, and communications. See requirements page 79.

Courses listed "For Advanced Undergraduates and Graduates" may be taken for graduate credit, provided an additional problem, equivalent to one semester hour of work, is approved by the instructor and satisfactorily completed.



THE REQUIREMENTS FOR THE MASTER'S AND DOCTOR'S DEGREE

Before being admitted to candidacy for the Master's and Doctor's degree in home economics, the student must have received a Bachelor's degree in home economics or in a related field from an accredited college or university. See the Graduate School Catalog.

HOME ECONOMICS

GENERAL COURSES

For Undergraduates

105. **Orientation (0:1).** Purposes of education for home and family living; development of home economics and survey of professional opportunities; planning for development of personal and professional proficiencies. Required of all freshman majors and sophomore transfers.

401. **Special Problems in Home Economics (1) to (4).** Conference hours to be arranged.

493-494. **Honors Work (3:3)-(3:3).**

For Advanced Undergraduates and Graduates

500. **Supervised Professional Experience (1-4:0:3-12).** Supervised professional experience in selected commercial or industrial organizations, public or private agencies, in accordance with the major interests of the student.

For Graduates

601. **Special Problem in Home Economics (1) to (4).**

611. **Graduate Seminar (0).**

630. **Fundamentals of Laboratory Research in Home Economics (3:3).**

640. **Design and Philosophy of Research in Home Economics (3:3).**

670. **Minor Research (2) to (6).**

699. **Thesis Problem (1) to (6).**

740. **Home Economics in Higher Education (3:3).**

799. **Dissertation Problem (2) to (24).**

CHILD DEVELOPMENT AND FAMILY RELATIONS

212. **Developmental Patterns of the Family (3:3).** The study of the developmental characteristics, behavior and interpersonal relations among family members in the various stages of the family life cycle. (Restricted to Home Economics Majors.)

302. **Child Development (3:2:3).** Development of the young child in the home. Observation in the nursery school is required.

412. **Family Relations (3:3).** Relationships of parents and children as they are affected by modern living. Research, case study materials and theories relative to decision making by families in the different stages of the life cycle will be studied.

HOME ECONOMICS

462. **Supervised Teaching in the Nursery School (3:1:8).** Planned experiences under supervision for the student teaching of preschool children enrolled in the Nursery School. Pr. Psych. 221, H.E. 302 and 532 or consent of instructor.

For Advanced Undergraduates and Graduates

522. **Parent Education (3:2:3).** A course designed to give an overview of family living with special emphasis on parent education; to study the problems and procedures of teachers working with parents and/or families; to explore the implications of research with parents and to identify problem areas. Pr. 212 and 302 or equivalent.

532. **Preschool Education (3:3).** Consideration of philosophies, principles, methods, and materials involved in preschool education. Emphasis placed on staff qualifications and responsibilities related therein. Pr. or parallel 212 and 302 or approved equivalent.

542. **Creative Activities for Preschool Children (3:3).** Principles and components of a creative preschool program with emphasis on the teacher's role and the acquiring of knowledge and skill in presentation of creative materials and guidance of experiences.

552. **Child Development: Advanced Course (2:2:2).** Study of the physical, psychological, and social development of young children in their preschool years. Observation and participation in the nursery school required.

567. **Teaching Family Life in the High School (2:2).** This course is offered to meet the needs of in-service teachers.

572. **Teaching Child Development in the High School (2:2).** This course is offered to meet the needs of in-service teachers.

For Graduates

602. **Problems in Child Development (2) to (4).**

612. (a) **Seminar in Child Development (2:2).**

(b) **Seminar in Family Relations (2:2).**

622. **Family Life Education (3:3).**

632. **Infant Development (3:2:3).**

642. (a) **Readings in Child Development (3:3).**

(b) **Readings in Family Relations (3:3).**

652. **Theories of Human Development (3:3).**

682. **Current Trends in the Field of Child Development (3:3).**

692. **Contemporary Family Life (3:3).**

HOME ECONOMICS

CLOTHING AND TEXTILES

For Undergraduates

101. Clothing Construction and Selection (3:1:6). Basic principles of construction, selection, care and management in clothing the family.

121. Clothing Selection and Construction for the Consumer (3:2:3). A course designed to meet the needs of those students who have had broad experiences in clothing construction at the high school level. (For freshmen passing placement test.)

301. Dress Design and Construction I (3:1:6). Interrelated factors in fitting, flat-pattern design, and clothing construction. Pr. H.E. 101 and Art 140 or 190 or approved equivalents.

311. Dress Design and Construction II (3:2:3). A study of aesthetic, psychological, and socio-economic aspects of applied clothing design. Pr. Art 140 or 190 and H.E. 101 or with consent of instructor.

341. Textiles (3:2:3). Study of textiles from raw materials through manufacturing and finishing of fabrics as related to quality and performance of fabrics.

351. Clothing Selection and Care (3:3). Factors influencing the acquisition of clothing to include selection in relation to personal attributes, aspects of textiles for the consumer, and guides to satisfying buymanship and use practices.

461. Fashion Apparel Fundamentals (3:3). Fashion apparel as a social and economic force. How the fashion market functions; American and foreign designers; the fashion merchandiser; leading markets; merchandise promotion. Pr. Economics 325 or the equivalent.

For Advanced Undergraduates and Graduates

504. History of Costume (3:3). Historical background, sequential development and function of costume since early times.

514. History of Textiles (3:3). Historical background and characteristics of decorative textiles through fifty centuries.

524. Textile Technology (3:2:3). Advanced study of the chemical properties of fibers in relation to methods of processing fabrics and factors influencing serviceability. Pr. 341 or approved equivalent, and chemistry.

534. Textiles in Home Furnishings (3:3). A study of the factors related to the raw materials, quality, performance, and comparative cost of textiles used in home furnishings. Pr. 341 or approved equivalent.

HOME ECONOMICS

541. **Textile Analysis (3:1:6).** Advanced study of textile fibers and fabrics through standard testing procedures. Pr. 341, or approved equivalents, physics or mathematics.

547. **Materials and Methods for Teaching Clothing (2:2).** Discussions, demonstrations, and projects planned to meet student needs. For teachers in service.

551. **Clothing for the Family (3:3).** Understanding of family clothing problems and standards of buymanship.

561. **Clothing and Textile Economics (3:3).** Economic and social aspects of production, distribution, and utilization of clothing and textiles. Pr. Economics 325 or approved equivalent.

571. **Advanced Clothing Construction (3:1:6).** The interrelation of factors involved in creative clothing design through the draping method. Pr. 301 or approved equivalent.

584. **Contemporary Influences in Clothing Consumption (2:2).** Survey of the developments in the production, distribution, and marketing of clothing and accessories.

For Graduates

621. **Advanced Textiles (3:3).**

631. (a) **Problems in Clothing (1) to (6).**

(b) **Problems in Textiles (1) to (6).**

634. **Evaluation in Clothing and Textiles (3:3).**

661. **Sociological and Psychological Aspects of Clothing and Textiles (3:3).**

671. **Seminar in Clothing and Textiles (3:3).**

681. **Dress Design and Construction III (3:2:3).**

691. **Problems in Tailoring (3:2:3).**

694. (a) **Readings in Clothing (3).**

(b) **Readings in Textiles (3).**

FOODS AND NUTRITION

For Undergraduates

103. **Food Selection and Preparation (3:2:3).** Basic scientific principles of food preparation with emphasis on standards of selection, purchasing, preparation, storage, and preservation.

213. **Nutrition (3:3).** Principles of nutrition, food preparation, and meal planning as related to health and efficiency. Pr. or parallel one year of science.

HOME ECONOMICS

223. Dietetics and Nutrition Laboratory (1:0:3). Laboratory exercises in dietetics and nutrition designed to supplement the lecture material received in H.E. 213. Pr. 213 (may be taken concurrently).

303. Meal Management (3:2:3). The planning, marketing, storing, preparing, and serving of food for family meals and special functions at different cost levels. Pr. 103 or approved equivalent.

313. Nutrition and Dietetics (3:2:3). Principles of nutrition; application to the planning of adequate dietaries for normal individuals and family groups of different economic levels. Pr. or parallel one year of science.

353. Food Preparation and Meal Service (3:2:3). The selection, purchase, storage, and preparation of food; the planning and serving of meals for different occasions at varying cost levels. Planned primarily for other than home economics majors.

For Advanced Undergraduates and Graduates

503. Experimental Food Study (3:2:3). Experimental study of factors regulating the preparation of standard food products. Pr. or parallels, 103 and 303 or approved equivalent.

517. Management Problems in Teaching Foods (2:2). Food preparation in relation to the use of time, energy, and equipment. For teachers in service.

523. Community Nutrition (3:2:3). Current trends in community nutrition with emphasis on community services, government projects, and international health organizations. Pr. 593 or approval of instructor.

533. Cultural and Economic Aspects of Food (3:3). Food patterns and population groups; malnutrition and food habits; national and international programs towards improved food supply and food habits.

543. Child and Infant Nutrition (3:3). Nutrition related to the well-being and needs of infants and children; methods of judging and appraising nutritional status; relationship of good pre- and post-natal habits with growth of the infant. Pr. 213 or 313 or equivalent.

563. Food Preservation (2:1:2). Comparative study of methods of food preservation with laboratory application, emphasizing recent developments. For teachers in service.

573. Diet Therapy (3:3). Clinical aspects of nutrition. Study of the developments and uses of therapeutic diets to combat nutritional diseases and physiological disorders. Pr. 213 or 313, Biology 277.

583. Food Demonstration Techniques (2:1:2). Demonstration as an educational device; organization and execution of individual and group demonstrations. Pr. 303.

HOME ECONOMICS

593. **Advanced Nutrition (3:3).** Biochemical and physiological aspects of nutrient metabolism and utilization. Nutrient requirements for maintenance, growth, pregnancy, lactation, work, and senescence. Pr. 213 or 313.

For Graduates

- 603. **Food Chemistry (4:3:4).**
- 613. (a) **Readings in Foods (3).**
(b) **Readings in Nutrition (3).**
- 623. **Current Trends in Nutrition (3:3).**
- 633. **The Mineral Nutrients (3:3).**
- 643. **Family Nutrition (3:3).**
- 653. **Problems in Foods and Nutrition (2) to (4).**
- 663. **Nutritional Aspects of Proteins and Amino Acids (3:3).**
- 673. **Analytical Methods in Nutrition (4:2:6).**

FOOD SERVICE MANAGEMENT

For Advanced Undergraduates and Graduates

- 509. **Quantity Cookery (3:1:6).** Principles of food preparation applied to large quantities. Emphasis is placed on menu planning, the correct use and care of power equipment, cost control, and food service. Pr. 303 or approved equivalent.
- 519. **Food Service Management (2:2).** The planning, organization, and administration of institution food service, personnel, and work units.
- 520. **Quantity Food Marketing (2:2).** Purchasing procedures, quantity buying guides, food storage, and methods of cost control. Pr. or parallel 103 or 303. Field trips required.
- 540. **School Food Service (2:1:3).** Selection, purchase, preparation, and service of food for school lunchrooms; organization, administration, records and cost control applicable to school lunchrooms.
- 549. **Supervised Experience in Food Service Management (3:0:9).** Directed experiences in managerial problems of institution food service. Pr. 509, 519, 520.

For Graduates

- 629. **Readings in Food Service Management (2:2).**
- 639. **Advanced Food Service Management (3:3).**
- 659. **Advanced Quantity Cookery (2:1:3).**
- 660. **Problems in Food Service Management (2) or (4).**

HOME ECONOMICS

HOME ECONOMICS EDUCATION

For Undergraduates

357. **Curriculum and Teaching Methods in Home Economics (3:3).** Principles of education applied to curriculum and methods of teaching home economics. Pr. Psychology 221 or by consent of instructor.

467. **Supervised Teaching in Home Economics (6).** Provides experiences required for certification of home economics teachers. Observation, teaching experience, home visiting, and contacts with school and community activities. Course completed in nine weeks.

478. **Planning and Evaluating the Homemaking Program (2:2).** Planning the Home Economics program in secondary schools in relation to the total school program and the community.

For Advanced Undergraduates and Graduates

507. **Trends in Home Economics Education (2:2).** Current developments in home economics teaching related to program planning and evaluation of learning.

508. **Vocational Home Economics (3:3).** Emphasis on special problems and philosophy of vocational homemaking programs in secondary schools. For teachers in service.

518. **Methods in Adult Homemaking Education (3:3).** Emphasis on the scope, organization, implementation, and evaluation of adult homemaking education.

527. **Problems in Home Economics (2) to (6).**

597. **Audiovisual Education in Home Economics (2:2).** Evaluation and use of audiovisual materials in home economics.

For Graduates

627. **New Perspectives in Home Economics Education (3:3).**

637. **Philosophy and Techniques of Supervision in Home Economics Education (3:3).**

657. **Evaluation in Home Economics (3:3).**

668. **Group Work Techniques and Interpersonal Relations in the Teaching of Home Economics (3:3).**

677. **Curriculum in Home Economics (3:3).**

687. **Guidance in Home Economics (2:2).**

HOME ECONOMICS

INTERIOR DESIGN, HOUSING AND MANAGEMENT

For Undergraduates

205. The House and Its Furnishings (3:2:3). Planning and furnishing a livable home in relation to use, economy, beauty, and individuality. Laboratory experiences.

305. Functional Interior Design (3:1:6). Space requirements for family living executed into interior designs. Pr. 205.

345. Home Furnishings Laboratory (2:0:6). Study of construction and materials in furnishings and window treatments relative to quality and cost.

355. Planning and Furnishing the House (3:3). The house as the immediate environment for living. The design of interior and exterior public, private, and work zones in relation to structural and site limitations. Not open to students who have enrolled in 205.

405. Home Management House Residence (2). Application of principles of management through residence in the home management house. Group conferences. Course completed in nine weeks.

446. Family Economics and Management (3:3). The management of resources by individuals and families in relation to human needs, goals, and values.

For Advanced Undergraduates and Graduates

515. Household Equipment (3:2:3). Selection, operation, care, and arrangement of household equipment in relation to family resources.

525. Work Simplification (3:2:2). Principles of work simplification and their application to selected household procedures.

535. Lighting and Wiring Design (2:2). A basic study of lighting and wiring design for homes.

536. History of Furniture (3:3). Dominant influences and characteristics of historical and contemporary furniture design.

545. Family Finance (2:2). Use of financial resources as situations, needs, and preference of families differ or change.

546. The Home Furnishings Industry (2:1:1). The design, construction, and cost of current home furnishings related to manufacturing and retailing processes. Weekly field trips to representative manufacturing plants, retail stores, and the Southern Furniture Market. By permission of the instructor.

555. Housing (2:2). Economic and social factors relating to planning and constructing houses for family living.

HOME ECONOMICS

556. **Methods and Materials for Teaching Housing (2:2).** Discussion, demonstration, and projects to meet students' needs. For teachers in service.
575. **Advanced Home Furnishing (3:1:6).** The execution and presentation of creative solutions to interior design problems in homes. Pr. Art 140 or 190, H.E. 205, 305 or equivalent.
586. **Contemporary Interior Design (3:3).** The designers, products, and history of the contemporary design movement. Pr. Art 140 or 190, H.E. 205, or by permission of instructor.
595. **Commercial Contract Interior Design (3:1:6).** The execution of creative solutions for commercial, industrial, and public interior design problems. Pr. 305.

For Graduates

605. **Advanced Home Management (2:2).**
606. **Social and Economic Problems of the Family (3:3).**
616. **Problems in Family Economics and Home Management (2) to (4).**
626. **Readings in Family Economics and Home Management (2) to (4).**
645. **Seminar in Housing and Interior Design (3:3).**
646. **Practical Problems in Home Furnishings (2:2).**
665. (a) **Problems in Housing (2 to 4).**
(b) **Problems in Interior Design (2 to 4).**
675. **Advanced House Planning (3:1:6).**
685. **Readings in Housing (3).**
695. **Advanced Household Equipment (2:2).**

HONORS COURSES

- 150, 250. **Honors Tutorial (1), (1).** A tutorial course for students admitted to the Honors program. The student will meet with other students and an instructor to define and develop a topic for study or other creative work. Pr. students will be admitted to the course by the Honors Council on the basis of recommendations by faculty and grades.
- 200, 201. **Sophomore Honors Seminar (1:1).** Open only to sophomores in the Honors program. Staff.
220. **Student Seminar (1:1).** A group of students will agree upon a general topic for the semester's study, and each participant will define a special interest to be explored individually as a contributing member of the group. Pr. invitation to the Honors Program.

MATHEMATICS

230. Independent Study (1). The student, in consultation with a faculty member, will develop a bibliography and will specify the requirements to be completed by the student in independent work. Pr. one previous course in the Honors Program.

300, 301. Junior Honors Seminar (3:3), (3:3). Required of all juniors in the Honors Program, and open only to them. Staff.

INTERNATIONAL STUDIES

400. Seminar in International Studies (3:3). Required for all seniors participating in the International Studies Program. An interdisciplinary seminar dealing with contemporary problems in International Politics. Pr. Pol. Sci. 323. Members of the International Studies Committee.

DEPARTMENT OF MATHEMATICS

Professor POSEY (Head of the Department); Associate Professor CHURCH; Assistant Professors BERNHARDT, BITZER, BYRD, GENTRY, HOYLE, LONG, PAGE, REID; Instructors CLARK, KRABILL, GRIFFIN, MARIS, McALLISTER, McDONALD, SAUNDERS, SLOAN.

The courses essential to the major are 191, 292, 293, 311, 312. Physics 103-104 advised.

Introductory Mathematics

110. Introduction to Mathematics I (3:3). Sets and numbers, inequalities, permutations and combinations, mathematical induction, complex numbers, theory of equations, determinants, progressions.

112. Introduction to Mathematics II (3:3). Trigonometric (circular) functions, identities and equations, exponential and logarithmic functions, triangles, coordinate systems, distances, lines in the plane, complex numbers.

121. College Algebra and Plane Trigonometry (3:3). Elementary set theory; development of the number systems; algebraic, trigonometric, circular, logarithmic, and exponential functions. Pr. 4 units of high school mathematics, including advanced algebra and trigonometry.

Calculus and Analysis

191, 292, 293. Calculus I, II, III (3:3). A three semester sequence of integrated analytic geometry, differential, and integral calculus. Pr. 4 units of high school mathematics including advanced algebra and trigonometry, or 110 or 112 or 121.

MATHEMATICS

341. **Fundamental Concepts of Statistics** (3:3). Pr. 191.

345. **Vector and Tensor Analysis** (3:3). Vectors, scalar fields, vector fields. The dot and cross product. Vector differentiation and integration. Gradient, divergence and curl. Green's theorem, divergence theorem, Stokes' theorem. Curvilinear coordinates. Tensor Analysis: Physical laws. Coordinate transformations. Contravariant and covariant vectors. Contravariant, covariant and mixed tensors. Tensor fields. Symmetric and skew-symmetric tensors. Conjugate or reciprocal tensors. Associated tensors. Transformation laws of Christoffel's symbols. Tensor form of gradient, divergence and curl. Pr. 191 and 292.

390. **Ordinary Differential Equations** (3:3). Pr. 292.

394. **Advanced Calculus IV** (3:3). Application of partial derivative, infinite series, multiple integrals, line and surface integrals, integral theorems. Pr. 293.

Geometry

220. **Plane and Solid Analytic Geometry** (3:3). Pr. 110 and 112, or 121 or consent of department.

320, 321. **Theory of Convex Sets** (3:3), (3:3). Basic properties of convex bodies, topology, Helly's theorem, sets of constant width, transformation groups, Euclidean motions, similarities, decompositions, duality, the isoperimetric problem, Blaschke's selection theorem, mixed volumes, symmetrization, convex functions, inequalities, linear programming, metric spaces, Minkowski spaces. Pr. 292.

420. **Foundations of Geometry** (3:3). Primarily for secondary school teachers. Block course. Pr. 312.

Modern Algebra

311, 312. **Modern Algebra I, II** (3:3), (3:3). An investigation of algebraic structures by means of an introduction to the theory of groups, rings, integral domains and fields, including basic properties of polynomials; and elementary approach to vector spaces and linear systems, determinants, matrices and linear transformations. Pr. 292 or consent of department.

340. **Matrix Theory** (3:3). Matrices, equivalence relations for square matrices, determinants, finite dimensional vector spaces, linear transformations.

493, 494. **Honors Work** (3:3), (3:3).

MATHEMATICS

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

513. Development of Mathematics and Logic (3:3). This course is a study of the historical development of mathematics and logic—not a history of the men involved in this development. (Formerly 537.) Pr. 292, 311 or consent of department.

514. Theory of Numbers (3:3). An introductory course to both multiplicative and additive number theory. Divisibility, prime number, congruences, linear and nonlinear Diophantine equations (including Pell's equation), quadratic residues, number-theoretic functions, representations as sums and continued fractions. Pr. 292 and 311, or consent of department.

515. Mathematical Logic (3:3). Functional analysis, normal schemata and duality, quantification and validity of quantificational schemata, conversion of quantifiers, existence and singular inference, theory of definition, consistency, class theory, mathematics, theory of formal and informal proofs. Pr. junior (advanced), senior, or graduate status, 292 and 311 or consent of department.

516. Polynomial Rings (3:3). Rings, integral domains, fields division algorithm, factorization theorems, zeros of polynomials, greatest common divisor, relation between the zeros and the coefficients of a polynomial, formal derivatives, prime polynomials, Euclidean rings, the fundamental theorem of algebra. Pr. 292 and 311 or consent of department.

517. Theory of Groups (3:3). Algebraic operations, isomorphism, homomorphism, subgroups, generators, sequences of groups, normal subgroups, conjugate subgroups, endomorphisms, complete groups, invariant subgroups, groups with operators, composition series, direct products, free groups, defining relations, the ring of endomorphisms of an abelian group, the fundamental theorem of abelian groups, decomposable groups, torsion-free groups. Pr. junior (advanced), senior, or graduate status, 292 and 311 or consent of department.

518. Set Theory and Transfinite Arithmetic (3:3). Existence in the theory of sets, extensionality, power-set, the axiom of infinity, the axiom of choice, duality, relations, functions, cartesian products, sequences of sets, ordered sets, power of sets, similarity between ordered sets, ordinal numbers, cardinal numbers. Pr. junior (advanced), senior, or graduate status, 292 and 311 or consent of department.

519. Intuitive Concepts in Topology (3:3). Euclidean geometry, what is topology?, traversability of networks, planar networks, the four color problem, topological equivalence, classification of surfaces, simple connected sets, spheres with handles, the Jordan curve theorem, transformations, metric spaces, topological spaces, compact sets. Pr. junior (advanced), senior, or graduate status, 292 and 311 or consent of department.

MATHEMATICS

- 520. Non-Euclidean Geometry (3:3).** The fifth postulate, hyperbolic geometries, elliptic geometries, the consistency of the Non-Euclidean geometries, models for Euclidean and Non-Euclidean geometries, elements of inversion. Pr. junior (advanced), senior, or graduate status, 292 and 311 or consent of department.
- 521. Projective Geometry (3:3).** Transformation groups and projective, affine, and metric geometries of the line, plane, and space. Homogeneous coordinates, principle of duality, involutions, cross-ratio, collineations, fixed points, conics, ideal and imaginary elements, models, and Euclidean specializations. Pr. 292, 311 or consent of department.
- 522. Hilbert Spaces and Spectral Theory (3:3).** Vector spaces: basic, dimension. Hilbert spaces: Pre-Hilbert spaces, norms, metrics, orthogonality, infinite sums. Linear subspaces: annihilators, closed and complete subspaces, convex sets. Continuous linear mappings: normed spaces, Banach spaces, Banach algebras, dual spaces. Riesz-Frechet theorem. Completion. Bilinear and sesquilinear maps. Adjoints. Operators in Hilbert space: isometric, unitary, self-adjoint, projection, and normal operators. Invariant subspaces. Continuous operators. Spectral theorems for a normal cc-operator. Pr. 191, 292, 311.
- 540. Complex Functions with Applications (3:3).** Analytic functions; the geometry of elementary functions; integrals; Laurent's series; residues and poles; conformal mapping; Schwartz-Christoffel transformations; analytic continuation; Riemann surfaces. Pr. 191, 292, and 311, or the equivalent, or consent of the Mathematics Department.
- 543. Numerical Analysis and Computing (3:3).** Number systems and errors, solutions of nonlinear and linear systems, eigenvalue problems, interpolation and approximation, numerical differentiation and integration, solution of differential equation. Formerly 490. Pr. 293 or consent of department. Same as Business Education 543.
- 544. Numerical Analysis and Computing (3:3).** Continuation of 543 with special topics in numerical analysis with emphasis on applied mathematics. Students will be required to present papers on topics involving a substantial programming effort. Formerly 491. Pr. 543 or consent of department. Same as Business Education 544.
- 545. Differential Equations and Orthogonal Systems (3:3).** Singular points of linear second-order differential equations. The method of Frohenius. Bessel, ber and bei, Legendre, and the hypergeometric functions together with the related differential equations. The rotating string, rotating shaft, buckling of columns under axial loads. Orthogonality of characteristic functions. Expansion of functions in series of orthogonal functions. Fourier, Fourier-Bessel, and Legendre series. Pr. 191, 292, 293, 390, or consent of the department.

MATHEMATICS

546. Partial Differential Equations with Applications (3:3). Linear and quasi-linear equations of the first and second order. Initial-value problems. Characteristics of linear first and second order equations. Singular curves on integral surfaces. Heat flow. Temperature distributions on plates, solid spheres, parallelepipeds, etc. Fluid flow over and around a surface. Heat flow in a rod. A vibrating membrane. A pulsating cylinder. Laplace's equation, Poisson's equation, wave equation, equation of heat conduction, and the telegraph equation. Pr. 545.

547, 548. Combinatorial Analysis (3:3), (3:3). Permutations, combinations, generation functions, the principle of inclusion and exclusion distributions, partitions, compositions, trees, networks, permutations with restricted position. Pr. 292, 311 or consent of department. 547 Pr. to 548.

549. Topics in Applied Mathematics (3:3). Infinite products. Asymptotic series. Gamma and beta functions. Hypergeometric functions. Bessel functions. Generating functions. Orthogonal polynomials. The Legendre, Hermite, Laguerre, and Jacobi polynomials. Elliptic functions. Theta functions. Sheffer classifications. Symbolic relations among polynomials. Recurrence relations. Pr. 191, 292, 293, 390, or consent of the department.

551, 552. Introduction to Probability and Mathematical Statistics (3:3), (3:3). Events and Probabilities (Sample Spaces), Dependent and Independent Events, Random variables and Probability Distributions, Discrete and Continuous Distributions, Expectation, Moment Generating Functions, Point Estimation, Multivariate Normal Distribution, Testing Hypotheses, Confidence Intervals, Correlation and Regression, Small Sample Distributions. Pr. 293 or consent of the instructor.

571, 572. Statistical Methods for Research (3:3), (3:3). A brief course for graduate or advanced undergraduate students with little or no college mathematics but with a serious interest in some field of science. Primarily concerned with inductive statistical methods but also includes the basic concepts and techniques of descriptive statistics. Analysis of variance and co-variance. Multiple and partial correlation, multiple and curvilinear regression. Rank correlation and other non-parametric methods. Offered in Summer Session only. Formerly 541, 542.

591. Modern Algebra (3:3). Set theory: sets, mappings, integers. Group theory: normal subgroups, quotient groups, permutation groups, Sylow theorems. Ring theory; homomorphisms, ideals, quotient rings, integral domains, fields, Euclidean rings, polynomial rings. Formerly 413. Pr. 311.

592. Abstract Algebra (3:3). Vector spaces: linear independence, bases, dual spaces, inner product spaces, modules. Fields: extensions, transcendental elements, roots of polynomials, Euclidean constructions, Galois theory, solvability (?) by radicals. Linear transformations: characteristic roots, canonical forms of matrices, trace and transpose. Hermitian, unitary, and normal transformations. Pr. 591 or both 311 and 312 with consent of the instructor.

MATHEMATICS

593, 594. Directed Study in Mathematics (3), (3).

595, 596. Mathematical Analysis (3:3), (3:3). Real number axioms, point set theory, transfinite numbers, sequences, series continuity, differentiation, Riemann-Stieltjes Integral. Text Rudin. Formerly 495, 496. Pr. 293 or consent of department.

COURSES FOR GRADUATES

Courses Planned Primarily for the Master of Education Degree Program

The courses below are planned primarily for students who have a bachelor's degree with a major in mathematics and who are working toward a Master of Education degree with a concentration in mathematics.

Prerequisites: The student is expected to have credits in courses equivalent to Mathematics 311, 312, 191, 292, and 293.

614. Advanced Number Theory (3:3).

615. Symbolic Logic (3:3).

616. Polynomials over General Rings (3:3).

617. Algebraic Theory of Semigroups (3:3).

618. Transfinite Ordinal and Cardinal Numbers (3:3).

619. Conceptual Topology (3:3).

649. Operations Research (3:3).

CORE COURSES FOR THE MASTER OF ARTS DEGREE

690. Mathematics Seminar (2:2).

691, 692. Modern Abstract Algebra (3:3), (3:3).

693, 694. Complex Analysis (3:3), (3:3).

695, 696. Real Analysis (3:3), (3:3).

697, 698. General Topology (3:3), (3:3).

699. Thesis (3 to 6).

COURSES FOR NON-MATHEMATICS MAJORS

201. Principles of Business Mathematics (3:3). Some topics from college algebra, simple and compound interest, annuities, sinking funds, depreciation, inequalities, logarithms, linear programming, inventory control, elementary properties of matrices, and basic computer concepts. Designed primarily for *business education majors*.

301, 302. Number Systems (3:3), (3:3). An intuitive development of real number system with emphasis on arithmetic properties; elementary set theory, basic concepts of algebra and informal geometry. A junior or senior

MUSIC

elective for students who have not taken Math 110 or equivalent. 301 is a prerequisite for 302. Designed primarily for *prospective elementary teachers*.

609, 610. Introduction To Modern Mathematics (3:3), (3:3).

ASTRONOMY

209. Astronomy I (3:3). A survey of the basic facts in astronomy. Emphasis is placed on a study of the constellations, the galaxies, and the solar system. It also attempts to give the students a sense of the universe as a vast ordered entity. A three-inch telescope and a small electrically driven planetarium are used for demonstration purposes. Designed primarily for prospective teachers—cannot be used to fulfill science requirements for graduation. Pr. no college mathematics.

210. Astronomy II (3:3). A study of the theories of the origin of some of the systems in the universe. An introduction to celestial mechanics with particular attention paid to gravitation, n-body problem, tides and orbits. Not to be used to remove science requirement for graduation. Pr. Calculus I and II.

SCHOOL OF MUSIC

LAWRENCE HART, Dean

Professors COWLING, ERICOURT, FARROW, FRED, HART, P. MORGAN, SANDER, WEHNER; Associate Professors COX, DARNELL, DEVENY, DICKIESON, ESKEY; Assistant Professors BASS, GARIGLIO, HUNKINS, JARRETT, KIROPES, LYNAM, I. MORGAN, MOSKOVITZ; Instructors BAIR, BEYER, COLLINS, EICHHORN, FLOOD, MARCHIONNI.

The School of Music offers undergraduate curricula leading to the degree of Bachelor of Music with concentration in applied music or in music education and Bachelor of Arts with major in music. Graduate degrees include the Master of Education in music education, Master of Music in applied music and in theory, Master of Fine Arts in composition, and Doctor of Education in music education.

The School of Music is a full member of the National Association of Schools of Music. The requirements for entrance and graduation as set forth in this catalog are in accordance with the published regulations of the National Association of Schools of Music.

COURSES FOR UNDERGRADUATES THEORY AND COMPOSITION

101, 102. Theory I, II, Fundamentals of Music (4:5:0), (4:5:0). A course in basic musicianship. Study of principles of rhythmic, melodic, contrapuntal

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and harmonic procedures. The diatonic major-minor tonal system. Emphasis on the development of aural and keyboard skills necessary for musical competency.

201, 202. Theory III, IV, Musical Structure (4:5:0), (4:5:0). Study of structural elements of representative works from 18th to 20th centuries. Classical forms emphasized in first semester. Chromatic harmony and non-diatonic tonal, polytonal, and atonal procedures emphasized in second semester. Continuation of aural and keyboard training to include more complex patterns.

301. Theory V, Counterpoint (3:3). A study of the contrapuntal forms and techniques of the 18th and 19th centuries.

302. Theory VI, Form and Analysis (3:3). A study of musical form with special emphasis on the structural procedures of 18th, 19th, and 20th century compositions.

303. Theory VII, Instrumentation (2:2). Study of orchestral and band instruments, their ranges, technical limitations, and tonal possibilities with practical application in scoring for small ensembles and choirs.

MUSIC HISTORY AND LITERATURE

Unless otherwise indicated, courses in music history and literature are open to nonmusic majors with the consent of the Dean of the School of Music.

141. Music Appreciation (3:2:2). An introduction to the literature of music, designed to give the student a general understanding of musical forms and styles. Does not require previous musical experience. Not open to music majors.

142. Music Literature (3:2:2). Introductory study in music literature, designed to provide background essential to professional study. Required of all music majors. Not open to nonmusic students.

331, 332. History of Music I, II (3:3), (3:3). Detailed study of music history. First semester: History of Music to about 1600; second semester: History of Music from 1600 to the present. Pr. 142.

341. Music Appreciation (3:3). Designed particularly for junior and senior nonmusic majors. No musical background necessary. Not open for credit to those who have had 141.

342. Music Appreciation, Twentieth Century (3:3). A nontechnical study of the musical styles, forms, and techniques of the 20th century. Designed particularly for junior and senior nonmusic majors. Not applicable to music degree.

MUSIC EDUCATION

- 161. Class Strings (1:2).** Class instruction in all stringed instruments. Required of majors in general and instrumental music education.
- 163. Class Woodwinds (1:2).** Class instruction in woodwind instruments. Pr. 265 and permission of instructor.
- 164. Class Brass (1:2).** Class instruction in brass instruments. Required of majors in general and instrumental music education.
- 166. Class Percussion (1:2).** Class instruction in percussion instruments. Required of majors in general and instrumental music education.
- 207. Fundamentals of Music (3:3).** The rudiments of music for students whose backgrounds have included a limited study of the elements of music theory. Recommended as part of the music requirement for prospective elementary school teachers or any student interested in receiving basic fundamental knowledge of music.
- 219. Choral Laboratory I (1:1:1).** Introduction to basic vocal and choral techniques. Study of choral repertory.
- 265. Clarinet Class (1:0:2).** Laboratory lessons in clarinet, using methods and materials suitable for public school teaching. Required of majors in general and instrumental music education.
- 319. Choral Laboratory II (1:1:1).** Study of conducting techniques, especially as related to choral conducting; study of rehearsal procedures; continued study of choral repertory. Pr. 219 or one semester of voice study; corequisite 180 or 182.
- 361. Music for the Classroom Teacher (3:3).** The general school music program and its place in the curriculum, with emphasis on fundamentals of music, materials and techniques of teaching, and the interrelationship of the arts. Required of all elementary education majors.
- 363, 364. Curriculum and Teaching Methods in Elementary and Secondary Schools (3:3), (3:3).** First semester: principles, materials, and procedures for junior and senior high schools; second semester: elementary grades.
- 365. Piano Pedagogy I (3:3).** Study of fundamental teaching materials and their application.
- 366. Piano Pedagogy II (3:3).** Supervised teaching for beginning students in piano.
- 367. Instrumental Music in the Schools (3:3).** A survey of the philosophies and methods of teaching instrumental music including an examination of curriculum, scheduling and administrative problems, repertoire and program building, evaluation of music materials, teaching aids and professional publications.

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419. Choral Laboratory III (1:1:1). Supervised practice in conducting choral rehearsals; comparative study of rehearsal procedures and of choral objectives; continued study of choral repertory. Pr. 319 (or corequisite).

465. Student Teaching. Credit 6 hours, block registration. Daily teaching in primary and secondary grades under faculty supervision. Section 1, General Music; section 2, Wind and Percussion; section 3, Strings. Pr. 363, 364 for section 1; 367 for sections 2 and 3.

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

511. History of Opera (3:3). A detailed study of representative operas of various styles and periods in the development of opera from 1600 to the present. Offered fall 1970.

520. Piano Literature (3:3). A survey of the development of the literature for the piano from the French clavecin school to the present.

521. History of Art Song (3:3). A detailed study of art songs representative of the various styles and periods from the late sixteenth century to the present. Offered fall 1971.

528. The Interpretation of Choral Music (3:3). Advanced techniques in choral conducting, with special emphasis on stylistic distinctions; detailed study of representative examples of all styles of choral music through choral directing and singing. Pr. 319, 372 or equivalent; at least one year of participation in a college ensemble. Offered fall 1970.

531. Introduction to Twentieth Century Music (3:3). A survey of twentieth century music from impressionism to the present. Offered fall 1971.

533. The Baroque Period (3:3). A study of a selected number of representative scores from Monteverdi to J. S. Bach. Pr. 332 or equivalent. Offered spring 1971.

534. Renaissance Music (3:3). A study of the musical styles and performance practices of the Renaissance, through the observation of representative scores from Dufay to G. Gabrieli. Pr. 332 or equivalent.

536. Band Literature (3:3). A study of band literature and the origins of the band emphasizing its important, expanded cultivation during the past century in the United States and Europe.

537. Chamber Music Literature (3:3). An advanced study of the styles and compositional techniques employed in chamber music from Haydn to the present. Offered fall 1971.

538. Symphonic Literature (3:3). An advanced study of symphonic styles and techniques from the mid-eighteenth century to the present. Offered fall 1970.

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545. Pedagogy of Music Theory (3:3). The techniques, methods, and materials involved in the teaching of music theory on high school and college levels. Offered fall 1971.

547. Individual Study in Music History and Literature (2:2). A directed study in reading and research in specialized areas of music history and literature. Requires permission of Dean of School of Music. May be repeated for credit.

563. Band Arranging (3:3). History and development of the wind and percussion instruments, with practical exercises in arranging and scoring for marching and concert bands.

566. Orchestration (3:3). Advanced techniques in instrumental writing. Practical exercises in scoring and arranging for small and large ensembles, emphasizing orchestral instruments.

567. Choral Arranging (3:3). Advanced study of techniques and procedures required in arranging and in creative writing for voices. Offered spring 1971.

568. Organ Literature (3:3). A survey of organ literature from the 16th century to the present day.

572. Survey of Harmonic Materials (3:3). A concentrated study of musical materials, including part-writing techniques and harmonic practices of the 18th and early 19th century. This course may not be used to fulfill minimum undergraduate or graduate degree requirements in music.

COURSES FOR GRADUATES

579. Music Education Workshop (1-3). A study of pedagogical problems in music education, including School of Music workshops as scheduled by the area concerned. Duration and credit for each course will be determined by the course content and appropriate schedule. Pr. permission of School of Music, to be based upon appropriate academic or professional training. Noncredit registration may be recommended. May not be used toward fulfillment of degree requirements.

601. Seminar in Music Research (3:3).

606. Composer Seminar (3:3).

610. Lecture-Demonstration (2:1).

611. Analysis of Music—Contemporary Music (3:3).

615. Written Document (2).

618. Psychology of Music (3:3).

630. The Study of Phonetics As Applied to Singing (3).

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- 645. Individual Study in Music Theory (1-3).
- 646. Individual Study in Music Education (1-3).
- 647. Individual Study in Music History and Literature (1-3).
- 650. Seminar in Music Education (3:3).
- 652. Music Supervision (3:3).
- 655. Music in Higher Education (3:3).
- 699. Thesis (1-4).
- 799. Dissertation (6).

ENSEMBLES

University ensembles are open for credit to all students enrolled in the University. Permission of the director is required. Graduate students majoring in music should use 500 series of course numbers; all others use 100 series. May be repeated for credit.

180, 580. University Choir (1:3), (1:3). Choral organization for women's voices, approximately 125 members. Open to all students by audition and permission of director.

181. University Glee Club (1:3). Membership in the Glee Club is open to all women subject to tryouts which are held before each semester begins. Inquire at School of Music office.

182, 582. University Chorale (1:3), (1:3). Mixed choral organization, approximately 50 selected voices. Membership by audition.

191, 591. University Symphony Orchestra (1:3), (1:3). Full symphony orchestra, performing important works from the symphonic repertoire of the 18th, 19th, and 20th centuries. Membership by audition.

192, 592. University Concert Band (1:3), (1:3). Performs literature from all eras, including contemporary works for this medium. Open to all students by audition and permission of director.

196, 596. Small Ensemble (1:3), (1:3). Participation by advanced students in small groups, such as string quartets and trios, brass and woodwind choirs, and vocal ensembles. Assignment by performance faculty.

198, 598. Jazz Laboratory Ensemble (1:3), (1:3). Performance of literature encompassing all of the jazz idioms, with emphasis on contemporary compositions. Open to all students by audition and permission of director.

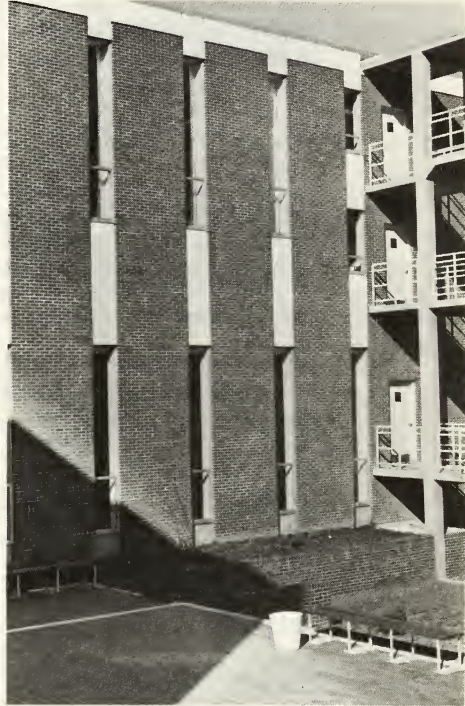
APPLIED MUSIC

Performance auditions are required for acceptance as a music major and for approval of the area of applied study. These auditions should be arranged in advance through the School of Music. Tape auditions are acceptable if distance requires. Theory and composition majors should also submit scores of completed compositions if available.

Advance approval is required for all registration in applied music. Nonmusic students will be accepted if instructor time is available. Inquire at School of Music. Late registration by undergraduate or graduate students in applied music cannot be accepted.

Advancement in applied music is measured by proficiency examination each semester. Noncredit registration is not permitted.

Music majors will be enrolled in the major or principal instrument throughout their undergraduate study, receiving one hour of private instruction per week. Private lessons for secondary students and nonmusic students will be $\frac{1}{2}$ hour per week. For composition majors, private lessons will be in composition. Class or private study in secondary instruments will be assigned in accordance with the requirements of the student's degree program. Total number of credit hours offered for completion of degree requirements will be determined by the proficiency examinations. Course number and credit hours will be determined by the applied faculty. May be repeated for credit.



Practice requirements are prescribed by the credit hour. See also Expenses for applied music fees.

<i>Credit</i>	<i>Course number</i>
1-3	151
1-3	251
1-3	351
1-4	451
1-4	551
1-4	651

90. Convocation (0:1). All music majors are expected to attend the weekly convocations scheduled throughout the year and to take part in these as recommended by their major applied teacher.

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91. Repertoire Class (0:1). Applied majors are expected to attend weekly departmental or studio repertoire classes as determined by the major performance department and to take part in these as recommended by their major applied teacher.

170, 171. Diction for Singers (3:3), (3:3). First semester: a study of phonetics and their application to the pronunciation of English, Italian, and ecclesiastical Latin. A study of the special problems involved in singing in English; second semester: a study of the phonetic alphabet as it relates to French and German and of the special problems involved in the singing of these languages.

372. Conducting (2:2:1). A study of basic conducting techniques, with emphasis on instrumental conducting.

375. Opera Workshop (2:0:6). Interpretation of operatic roles and the study of technical problems in operatic productions. May be repeated for credit. Permission of instructor required.

400. Recital (1:1). Senior recital.

473. Accompanying (1:2). Accompanying of vocal and instrumental performers under faculty supervision. May be repeated for credit. One semester required of all piano majors and piano principals.

539. Advanced Conducting (3:3). Advanced score reading. Conducting of works in larger forms, with detailed examination of conducting techniques in relation to content and style. Instrumental emphasis. Permission of instructor required.

575. Opera Workshop (2:0:6). Same as Music 375 above. Advanced students may register for this course number at the recommendation of the instructor. May be repeated for credit.

600. Recital (2:1).

RECITALS

All music majors are expected to attend faculty and student recitals and the concerts given by School of Music choral and instrumental ensembles. In addition, opportunity is provided for University students to attend solo and ensemble performances by outstanding visiting artists appearing on the campus and in the Greensboro community throughout the year.

NURSING

SCHOOL OF NURSING

ELOISE R. LEWIS, Dean

Professor LEWIS; Associate Professor MOORE; Assistant Professors BOETTE, BROWNING, JONES, KLEMER, REED, TETREAULT; Instructors CAMPBELL, LARSON, SMALL, WEIR.

The School of Nursing offers an undergraduate curriculum with the study of nursing placed at the upper division level. The curriculum leads to the degree of Bachelor of Science in Nursing.

PHILOSOPHY

The University of North Carolina at Greensboro School of Nursing faculty sets forth the tenets upon which the objectives and curriculum of the school are based.

We believe in the dignity and worth of man and his capacity for self-actualization.

We conceive education to be a positive and vital force for human betterment that enables persons to adapt to an everchanging society.

Nursing is an element of society that focuses upon the health needs of the individual and through the individual to a larger community. The involvement of the professional practitioner of nursing requires a capacity for independent and interdisciplinary functioning. Competence in professional nursing can best be achieved in an institution of higher learning that provides a combination of experiences in the humanities, the natural and social sciences, and nursing.

PURPOSE

The purpose of the University of North Carolina at Greensboro School of Nursing is to provide for excellence of educational opportunity by adherence to the principles of this philosophy and by the competence and dedication of its faculty in preparing students to practice and to advance professional nursing.

OBJECTIVES

The University of North Carolina at Greensboro School of Nursing faculty assumes the responsibility for developing, implementing, and auditing a curriculum within the stated philosophy and purpose. The faculty shall provide the combination of experiences that will:

1. Encourage the student to combine concepts from the humanities, sciences, and life into a coherent conception of nursing.

NURSING

2. Encourage the student to combine developing skills from the humanities, sciences, and life with skills that are basic to nursing.
3. Foster maturity and self-direction to prepare the student for independent and interdisciplinary functioning in nursing.

The curriculum has been developed in accordance with criteria set forth by the National Nursing Accrediting Agency. National accreditation will be sought Spring Semester, 1970. The School of Nursing is a member agency of the National League for Nursing in the Department of Baccalaureate and Higher Degree Programs.

The School of Nursing is accredited by the North Carolina Board of Nursing.

Students begin their work in the major in nursing at the junior level. Before entering a course in nursing, the student must have satisfactorily completed sixty academic credits which will include certain prerequisite courses. The prerequisite courses: Biology 101-102, 271 and 277; Chemistry 111, 112 or 114; Mathematics below Grade III, depending on the student's qualifications; Sociology 211, Anthropology 212, and Psychology 221.

In the fall of 1970 registered nurses may qualify for admission to the professional nursing program after they have completed the lower division general education requirements. This group will be held to the same major requirements as any baccalaureate student.

Requirements for the degree of Bachelor of Science in Nursing are found on page 81.

COURSES

301. Dynamics of Professional Nursing I (3:3). Introduction to the roles and functions of the professional nurse, with emphasis on the nursing process and concepts of wellness and homeostasis as they relate to the individual and the life cycle.

302. Dynamics of Professional Nursing II (3:3). Selected principles and technics of communication in each age group essential for the practice of professional nursing are analyzed and practiced. Pr. 301, 311, 321.

¹311. Practicum in Nursing I (3:9). Selected and supervised experiences in a variety of settings to provide the student with opportunities to practice technical skills and to apply knowledge from Nursing 301 and 321 in giving nursing care.

¹312. Practicum in Nursing II (5:15). The practicum offers selected and supervised experiences with children and those persons demonstrating behavioral variations. Pr. 301, 311, 321.

¹Students are individually responsible for their own transportation to and from the community agencies used for practicum experiences.

NURSING

321. Nursing Care of the Adult with Medical-Surgical Problems (4:4). A study of representative medical-surgical problems arising from pathophysiological changes as a basis for nursing care of the adult.

322. Nursing Care of Persons with Developmental Problems (5:5). A study of growth and development as a basis for understanding pediatric and psychiatric nursing problems. Pr. 301, 311, 321.

331. Professional Heritage (1:1). A historical survey of modern nursing, designed to give the student an understanding of his professional heritage.

401. Dynamics of Professional Nursing III (3:3). Emphasis will be given to the assessment of family health needs and to the exploration of roles that professional nurses assume in providing for continuity of health care within the community. Pr. completion of the first two semesters in the nursing major.

402. Dynamics of Professional Nursing IV (2:2). A study of community homeostasis and the assessment of community health needs. Emphasis will also be given to a study of the evolution of research in nursing with indications for future nursing research. Pr. completion of the first three semesters in the nursing major.

411. Practicum in Nursing III (6:18). Practicum in Nursing III provides opportunities for utilization of basic principles and concepts of maternity and community health nursing. Students will participate in cooperative planning and implementation of comprehensive health care for selected families with specific health needs. Practicum periods will include group conferences to discuss student experiences. Seminars will be conducted for the purpose of acquiring pertinent knowledge and techniques. Pr. completion of the first two semesters in the nursing major.

412. Practicum in Nursing IV (6:18). Selected and supervised experiences in a variety of settings to provide the student with opportunities to develop a beginning competency in providing nursing care for patients with complex nursing problems. Pr. completion of the first three semesters in the nursing major.

421. Maternity and Community Health Nursing (4:4). The study of basic principles and concepts of family centered maternity care. Emphasis will be given to the promotion of family health through an understanding of the principles of the prevention of disease and disability. The significance of major public health problems will be considered in relation to families and the community. Pr. completion of the first two semesters in the nursing major.

422. Care of Persons with Complex Nursing Problems (4:4). The care of persons with complex nursing problems will be the focus of study. In

¹Students are individually responsible for their own transportation to and from the community agencies used for practicum experiences.

PHILOSOPHY

weekly seminars, case histories of selected patients with complex nursing problems will provide students with opportunities to apply the nursing process in planning patient care. Pr. completion of the first three semesters in the nursing major.

432. Professional Progress (1:1). Identification and analysis of nursing progress and the major issues facing the profession. Pr. completion of the first three semesters in the nursing major.

DEPARTMENT OF PHILOSOPHY

Professor ASHBY; Associate Professor ROSTHAL (Head of the Department); Assistant Professor BOOTH; Lecturers KENT, LADNER.

COURSES FOR UNDERGRADUATES

111. Introduction to Philosophy (3:3). Principal problems of philosophy as presented in the original texts of representative philosophers both ancient and modern.

211. Introduction to Logic (3:3). Primarily a general introduction to symbolic logic. Attention to techniques for classification of statements and determination of validity of arguments. Emphasis on proof construction. Brief attention to syllogistic logic.

221. Introduction to Ethics (3:3). An analysis of the nature of ethics; a critical survey of the major Western ethical systems and an examination of some contemporary problems.

231. History of Ancient and Medieval Philosophy (3:3). Ethics, theories of knowledge, and metaphysics in the ancient and medieval periods. Readings in the principal writings of Plato, Aristotle, the Stoics, Augustine, and Aquinas.

232. History of Modern Philosophy (3:3). A survey of modern philosophical thought. Descartes to Dewey.

287. Theory of Knowledge (3:3). A critical examination of the basis and limits of human knowledge.

300. Buddhist Ethics (3:3). A study of Buddhist conceptions of freedom, responsibility, and moral rightness, and their relation to Buddhist metaphysics, epistemology, psychology, and social philosophy.

301. Religion and Contemporary Sensibility (3:3). The religious apprehension of man and the world as disclosed by the conceptual commitments embodied in contemporary social institutions, art, politics, and philosophy.

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- 321. Contemporary Ethical Thought (3:3).** Analysis of the meaning of moral concepts such as good, right, ought, duty, and of the nature of ethical argument.
- 322. Aesthetics (3:3).** Philosophical problems connected with the description, interpretation, and evaluation of the arts.
- 323. Philosophy of Religion (3:3).** A study of philosophic interpretations of religion with major attention given to significant problems in contemporary religions of Western civilization.
- 341. Recent American Philosophy (3:3).** Recent American philosophy since about 1900. Peirce, James, Royce, Santayana, Whitehead, Dewey.
- 342. Philosophy of Language (3:3).** The relation of language to the world. Readings in Moore, Russell, Wittgenstein, Ryle, and other selected authors.
- 348. Philosophies of Existence and Phenomenology (3:3).** Contemporary developments in continental philosophy. Kierkegaard, Nietzsche, Husserl, Heidegger, Jaspers, Sartre, Marcel.
- 401, 402. Reading Course for Seniors (3:3), (3:3).** Supervised reading and research for students who fulfill requirements for the major in philosophy. With consent of instructor.

COURSES FOR GRADUATES

- 661. Analytic and Normative Theory of Education (3:3).**
- 690. Aesthetics (3:3).**

DEPARTMENT OF PHYSICS

Professors CLARK (Head of the Department), REARDON; Associate Professors HAGESETH, WHITLOCK; Assistant Professors McCORMACK, MUIR.

A brochure describing typical B.A. and B.S. programs of study for the physics major is available from the Physics Department Office, first floor of the Science Building.

- 101-102. General Physics (4:3:3)-(4:3:3).** Introduction of laws and properties of matter, sound, heat, optics, electricity and magnetism. Algebra and trigonometry used in the development of this material.
- 103-104. General Physics (4:3:3)-(4:3:3).** Basic principles of mechanics, heat, electricity and magnetism, sound and light, presented in terms of both classical and modern physics topics. Corequisites Mathematics 191, 292, respectively.

PHYSICS

301. Physics (3:2:3). A one semester introduction to the fundamentals of mechanics, wave motion, energy, electricity and magnetism, with emphasis on the atomic nature of matter. This course may be elected by students who have not received credit in Physics 101-102, 103-104. It is required for certain majors in home economics and education but cannot be used by others to fulfill the science requirements for graduation.

303. Introduction to Modern Physics (3:2:3). Survey of atomic, nuclear, and solid state physics. Topics include special relativity, wave-particle dualism, Schrödinger equation, hydrogen atom, Zeeman effect, atomic spectra, nuclear structure, radioactivity, nuclear reactions and molecular and solid state physics. Independent performance of laboratory experiments will be stressed, as will applications of measurement theory. Pr. 103-104, or 101-102 with permission of instructor.

321. Optics (3:2:3). An analytical treatment of geometrical optics (thin and thick lens, stop theory, aberrations, and optical instruments) and physical optics (interference, diffraction, polarization and other optical phenomena). Pr. 103-104, or 101-102 with permission of instructor.

322. Electricity and Magnetism (3:2:3). A study of electric and magnetic theory through Maxwell's equations. Instruments and circuitry will be stressed in the laboratory. Pr. 103-104, or 101-102 with permission of instructor.

323. Thermal Physics (3:3). A study of the properties of matter developed by combining thermodynamic reasoning with molecular theory. Pr. 103-104, or 101-102 with permission of instructor.

324. Mechanics (3:2:3). Analytical treatment of the classical kinematics and dynamics of a particle in a uniform field, in oscillatory motion, in a central force field, and simple motions of systems of particles. Independent performance of laboratory experiments and problem solution techniques will be stressed. Additional topics as time permits selected from hydrodynamics, elasticity, wave motion, and special relativity. Pr. 101-102 or 103-104; corequisite Mathematics 293, or consent of instructor.

331, 332. Experimental Physics (1:0:3), (1:0:3). Advanced courses in laboratory techniques as involved in special laboratory problems. Pr. two advanced courses in physics which are being taken concurrently or have been completed.

450. Modern Physics (3:3). Study of modern theories of matter, electricity, and radiation in the fields of atomic, nuclear, and solid state physics. Pr. 303 and 322.

452. Modern Physics Laboratory (1:0:3). Basic experiments in atomic, nuclear, and solid state physics as well as contemporary experiments, where facilities permit. Required for physics majors. Pr. or coreq. 450.

493-494. Honors Work (3:3)-(3:3).

PHYSICS

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

500. Seminar (1, 2, or 3 semester hours of credit). Selected topics of current interest in physics. Pr. 322, 324.

501a,b. Physics for Teachers (3:3), (3:3). Study of particle and wave motion from the dynamical point of view, as presented in the Physical Science Study Committee physics course and in other treatments. Study of electricity and magnetism and the physics of the atom using the knowledge of dynamics. Pr. one year of college physics, one year of college mathematics, and consent of instructor. Cannot be used for credit toward M.S. degree in physics.

505. Electromagnetism (3:3). Advanced course in electromagnetic theory. Development of Maxwell's equations. Electrostatics and magnetostatics. Solution of Laplace's and Poisson's equations. Application to wave propagation and radiation. Required of all physics majors. Pr. 322, Math 394.

507. Analytical Mechanics (3:3). Extension of classical laws of particle motion to the treatment of the general motion of a rigid body, non-inertial reference frames, introduction to generalized coordinates, normal coordinates, introduction to topics and techniques based on the calculus of variations. Pr. 324, Mathematics 390.

521. Introduction to Quantum Mechanics (3:3). Origins of the quantum theory; wave-particle duality and the uncertainty relations, elementary wave mechanics; solutions of the Schrödinger equations for simple systems, including the hydrogen atom; spin; exclusion principle, atomic spectra of many electron atoms. Pr. 450, Math 394.

535. Electronics for Scientists (3:2:3). Introduction to the theory of vacuum tubes and solid state devices. Electronic circuits useful for measurement, signal processing, and control are studied. The course is especially designed to meet the needs of the experimental scientist. Pr. permission of instructor or Head of student's major department. Cannot be used for credit toward M.S. degree in physics.

COURSES FOR GRADUATES

601a. Basic Concepts in Physics (3:3).

601b. Selected Topics in Physics (3:3).

602a,b. Physics for College Teachers (3:3), (3:3).

603. Laboratory for Teachers of Physical Science (1-3).

622. Quantum Mechanics (3:3).

623. Classical Dynamics (3:3).

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- 624. Introduction to Theoretical Physics (3:3).
- 625. Electrodynamics (3:3).
- 626. Statistical Physics (3:3).
- 630. Introduction to Solid State Physics (3:3).
- 640. Introduction to Nuclear Physics (3:3).
- 699a,b. Thesis (3)-(3).

DEPARTMENT OF PSYCHOLOGY

Professors BROWNSTEIN, DUFFY, EASON (Head of the Department), SEGAL, SMITH; Associate Professors NORTH, WELLS; Assistant Professors DALBY, HARTER, KUBOSE, LUMSDEN, PRATT, SHULL, SODERQUIST; Lecturers EDWARDS, McGEHEE.

Students planning to major in psychology are expected to take Psychology 211-212 as their introductory course. A student who takes Psychology 221 and then decides to major will be required to take Psychology 213-214. Among the advanced courses, all majors are required to take Psychology 310, 315, either 351 or 352, and 353 or 354. In addition every major is strongly advised to take Psychology 326 or 342, 341, 347, and 350 as well as courses in mathematics and the natural sciences other than psychology.

Finally, a student planning to go on to graduate work in psychology would be wise to select an undergraduate language from among French, German, and Russian.

Any course at the 300-level may be taken by any student who satisfies the stated prerequisites.

211-212. General Psychology (Experimental) (3:2:3)-(3:2:3). Considers the following general topics and provides related demonstrations and experiments: psychology as a science, nervous system, growth and development, sensory and perceptual processes, motivation, emotion, learning, personality development (normal and pathological), statistics, testing, intelligence, and aptitudes and achievement. May not be taken for credit by students who have received credit for 221. May be substituted for 221 in any program. May be taken by freshmen in Honors Program and by freshmen who plan to major in psychology and have permission from the psychology department.

213-214. General Psychology Laboratory (1:0:3)-(1:0:3). Permits assignment of students to laboratory sections of 211-212, under special circumstances. May not be taken for credit by students who have received credit for 211-212.

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- 221. General Psychology (3:3).** Covers the same topics as 211-212, in briefer treatment and without laboratory. May not be taken for credit by students who have received credit for 211-212. May be taken by freshmen only with permission from the psychology department.
- 310. Statistics in Behavioral Science Research (3:3).** Moment and product-moment statistics; description and inference; estimating parameters and testing significance. Taught at introductory level; see 510. Requires knowledge of elementary algebra.
- 315. History and Systems of Psychology (3:3).** Discussion of prescientific thinking on psychological problems, origin of systems of psychology, and way in which these systems are reflected in contemporary psychology. Formerly 515. Pr. 211-212 or 221.
- 326. Psychology of Infancy and Childhood (3:3).** Survey of development and behavior of children from infancy to adolescence. Aspects of development (physical, intellectual, motor, personality, etc.) as well as age periods (prenatal, neo-natal, infancy, and childhood) considered. Observation studies of various age levels. Pr. 211-212 or 221.
- 333. Special Problems in Psychology (1) to (3).** Opportunity for students to work individually or in small groups on psychological problems of special interest. Work may represent either survey of given field or intensive investigation of particular problem. Student should consult instructor before registering for this course.
- 334. Special Problems in Psychology (1) to (3).** Continuation of 333.
- 341. Abnormal Psychology (3:3).** An introduction to behavior pathology. Description, dynamics, and modification of abnormal behavior, including the neuroses, psychoses, character disorders, and psychosomatic reactions. Pr. 6 hours of psychology, or consent of instructor.
- 342. Psychology of Adolescence and Adulthood (3:3).** Individual and social development from early adolescence through later adolescence, adulthood, and old age. Interrelation of all aspects of development emphasized. Characteristic adjustment problems in the various age periods will be considered together with methods of meeting these problems. Pr. 211-212 or 221.
- 345. The Development of Personality (3:3).** Study of individual differences in behavior and of biological and social factors which produce these differences. Formerly 545. Pr. 211-212 or 221.
- 347. Dynamics of Social Behavior (3:3).** A study of social behavior. Covers attitudes, communication, perception of others, small group behavior. Pr. 211-212 or 221.
- 350. Physiological Psychology (3:3).** Role of central and peripheral nervous systems, muscles, and glands in mediation of behavior. Pr. 211-212, 221 in conjunction with 213-214, or Biology 101-102.

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351. Experimental Analysis of Operant Behavior (3:2:3). Methodological and theoretical considerations of the basic factors of the generation, maintenance, extinction, differentiation, discrimination, generalization, chaining, and motivation of operant behavior. Pr. 211-212 or 221 in conjunction with 213-214.

352. Human Learning and Complex Processes (3:2:3). Study of processes involved in human learning, memory, problem solving, and related performances: An examination of typical experimental techniques, results, and current theoretical accounts of these processes. Pr. 211-212 or 221 in conjunction with 213-214.

353. Sensory Processes (3:2:3). Study of the sensory systems and how they receive and modify information about the external environment: the structures, function, and phylogenetic development of the eye, ear (including labyrinth), nose, and organs of touch. Pr. 211-212 or 221 in conjunction with 213-214.

354. Perceptual Processes (3:2:3). Examination of the perceptual processes of detection, discrimination, and scaling of changes in visual and auditory stimulus input, as well as the study of instances of perceptual stability. Pr. 211-212 or 221 in conjunction with 213-214.

493-494. Honors Work (3)-(3).

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

502. Psychology of the Exceptional Child (3:3). General survey of significant psychological problems characteristic of various classes of exceptional children. Especially designed to fit the needs of the teacher in special education. Pr. 211-212 or 221, and consent of instructor.

503. Mental Deficiency (3:3). Definitions, theories, classifications, etiology, diagnosis, and psychotherapy in the area of mental deficiency. Pr. 211-212 or 221, and consent of instructor.

504. Behavior Disorders in Children (3:3). Clinical and experimental approaches to psychopathology of childhood. Etiology and modification of deviant behavior in various age groups through adolescence. Pr. 326, 342, or consent of instructor.

505. Behavior Principles: Foundation and Applications (3:3). A foundation course in the principles of behavior with special reference to modifiable aspects of behavior. Emphasis will be on principles of behavior that form the basis for current applications to educational and counseling technology. Recommended for students in Education, Child Development, Counseling, Speech, Sociology, Physical Education, Nursing, etc. Not open to psychology majors. Pr. 221 or 211-212, or consent of instructor.

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510. Advanced Statistics in Behavioral Science Research (3:3). Methods of inference; linear and curvilinear prediction; estimating parameters and testing significance; complex analysis of variance; analysis of covariance. Pr. 310 or equivalent or consent of instructor.

522. Activation and Behavior (3:3). Examination of the physiological and psychological causes of changes in the degree of activation or arousal, and consideration of both established and hypothesized relationships to various aspects of behavior, *e.g.*, performances of various kinds, personality, and abnormal behavior. Pr. senior or graduate standing, or permission of instructor.

524. Human Relations (3:3). Influence of demographic and idiosyncratic characteristics on interpersonal behavior. A synthesis of theory and practice in understanding dynamics of groups, sensitivity to others, communication process. Formerly 224. Pr. 211-212 or 221; and two of the following: 326 or 342; 347, 315 or 546; or consent of instructor.

525. Comparative Psychology (3:3). Current problems and issues in behavioral comparisons: valid comparisons, evolution of animal structure and function, qualitative and quantitative differences between behavioral characteristics at different evolutionary levels. Pr. 350 or 351.

532. Industrial and Business Psychology (3:3). Determinants of behavior of individuals in industrial and business organizations: social and physical environments, organizational structure, leadership, task taxonomy, and individual differences. Pr. 211-212, 221, or consent of instructor.

534. Consumer Behavior (3:3). Psychological and socio-economic factors affecting consumer motivation, behavior, and buying decisions. Emphasis on current research on, and theory about, behavior of consumers as individuals and as members of socio-economic groups. Pr. 211-212, 221, or consent of instructor.

535. Personnel Psychology (3:3). Applications of psychological methods and techniques to personnel work in business and industry: selection and training of employee, job evaluation and salary administration, performance appraisal, attitude-morale measurements. Pr. 211-212, 221, or consent of instructor.

537. Psychological Tests and Measurements (3:3). The principles of measurement of psychological attributes: an examination of the factors essential for a reliable and valid measuring instrument with an emphasis on how each of these factors produces its effects. Examples are drawn from the more valid tests available in the areas of personality, aptitude, attitude, interests, and intelligence testing. Pr. 211-212 or 221, and 310.

543. Advanced Developmental Psychology (3:3). Study at advanced level of developmental stages throughout the course of life, from conception through old age. Special attention given to current theories, to methodology,

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and to illustrative areas of research. Pr. 211-212 or 221, plus 326, 342, or approved substitute; or permission of instructor.

546. Theories of Personality (3:3). Survey of the major theories of personality. Structure and content of theories; relation between theorist and kind of theory he produces; evaluation; research relevant to each theory. Pr. 6 hours of psychology, including 345.

549. Motivational Processes (3:3). Examination and evaluation of empirical data relevant to basic drives, acquired motives, and emotional processes. Pr. 350.

550. Physiological Psychology (3:3). Advanced study of theories and methods of physiological psychology: psychophysiological analysis of learning, motivation, arousal and attention, sleep, perceptual-motor skill, sensory activity, and other aspects of behavior. Formerly 520. Pr. 350 or equivalent or consent of instructor.

551. Experimental Analysis of Operant Behavior (3:2:3). Evaluation of research methods used in the study of operant behavior; review of the current status of research and theory relevant to basic processes in operant behavior (see course No. 351). Pr. 351 or equivalent.

552. Human Learning and Complex Processes (3:2:3). Current theories and recent research on learning, memory, and related processes. Pr. 352 or equivalent.

553. Sensory Processes (3:2:3). Advanced study of sensory processes: A review of the sensory receptors with emphasis on the structure and function of central sensory pathways and their respective projections. Pr. 350 or 353, or their equivalents.

554. Perceptual Processes (3:2:3). The examination of the major contemporary theories of perception: classical and neural quantum theories of discrimination, signal detection theory, information theory, adaptation-level theory, and theoretical implications of sensory deprivation research. Pr. 354 or equivalent.

COURSES FOR GRADUATES

601. Graduate Problems in Psychology (1) to (3).

602. Seminar in Systematic Issues (3:3).

603. Contemporary Issues in Behavior (3:3).

611. Experimental Design in the Behavioral Sciences (3:3). (Formerly 511.)

614. Personality Assessment (3:3).

617. Behavior Theory (3:3). (Formerly 517.)

620. Introductory Practicum (3).

699. Thesis (3 to 6).

ROMANCE LANGUAGES

DEPARTMENT OF ROMANCE LANGUAGES

Professors BARINEAU, DESCOUZIS, McSPADDEN (Head of the Department); Associate Professors ATKINSON, COUCH, FELT, LAGOS, OSUNA; Visiting Lecturer DELVAILLE¹; Assistant Professors ALMEIDA, BELL, CHAUVIGNÉ, STINSON, TERRY, WHITAKER; Instructors BULGIN, CHAMBERLIN, DOUGLAS, GARRISON, HASTINGS, KISH, KOENIG, LAY, LUCAS, MORA-MALLO, RENSHAW, RIZK, STALEY; Lecturer SANCHEZ-BOUDY; Teaching Assistants² ANTONIN, BULLINGTON, FRAGOLA, RUBIO.

The program of studies leading to a major in French or Spanish is designed to insure a well-rounded preparation in literature and language. A detailed statement of requirements and recommendations may be obtained from the Head of the Department of Romance Languages.

Since the courses numbered 207, 208, 209, 210, 211, 212 are introductory to some higher courses in both French and Spanish, students majoring in those languages will profit by completing four semesters of these in their sophomore years.

The Department of Romance Languages sponsors a French Floor and a Spanish Floor in International House, open to selected students after their first semester's residence. These groups each operate under the guidance of a resident native speaker and serve to promote French or Spanish studies through exclusive use of the language. (See French, Spanish 150.)

Students who terminate their language requirement in French or Spanish with a 200-level course are expected to take French or Spanish 207, 208.

FRENCH

101-102. Elementary French (3:3)-(3:3). Introduction to the French language with practice in hearing, speaking, reading, and writing. Supplementary instruction in the language laboratory. Staff.

103-104. Intermediate French (3:3)-(3:3). Rapid review of main elements of grammar. Emphasis on vocabulary building, pronunciation, composition, and aural comprehension. Readings based on cultural material and significant literary works. Supplementary instruction in the language laboratory. Staff.

³150. Applied French (International House) (1:1). Students living on the French Floor of the International House agree to use the language for communication, and to participate in the conversational, social and other

¹First semester, 1969-1970.

²Part-time.

³This course may not be used to satisfy the foreign language requirement.

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activities of the Floor and House. May be repeated for credit up to a total of four (4) semester hours. Grade: pass/not pass. Pr. admission to French Floor of International House.

207, 208. Survey of French Literature (3:3), (3:3). Reading in chronological order of selections from French literature. Staff.

209, 210. Intermediate French Composition (3:3), (3:3). Intensive study of the fine points of grammar and of a wide range of idioms, translation of English sentences and connected discourse into French, dictation.

211, 212. French Conversation (3:3), (3:3). Intensive and methodical training in spoken French. Pr. 207, 208 or 209, 210.

313. The Contemporary French Novel (3:3). A study of the significant works of French novelists, from World War I to the present, whose writings reflect new trends in the novel in France. Pr. 207, 208 or equivalent.

327. Seventeenth-Century French Classical Literature (3:3). A study of some of the most representative works of the classical period. Pr. 207, 208 or equivalent.

330. Eighteenth-Century French Literature (3:3). A study of selected works of Prévost, Marivaux, Montesquieu, Voltaire, Diderot, Rousseau, Beaumarchais, and Bernardin de St.-Pierre. Pr. 207, 208 or equivalent. Mr. Felt.

331. French Romanticism (3:3). A study of Romantic poetry, novels, and dramas with emphasis on poetry. Pr. 207, 208 or equivalent. Miss Barineau.

333. The Nineteenth-Century French Novel (3:3). An intensive study of some of the most important French novels of the nineteenth century. The authors to be studied include Constant, Stendhal, Balzac, Flaubert, and Zola. Pr. 207, 208 or equivalent. Mr. Couch.

340. Modern French Poetry (3:3). A study of Baudelaire, Lautréamont, Rimbaud, and Mallarmé followed by selected poems of Valéry, Claudel, Apollinaire, Aragon, Eluard, Fargue, Supervielle, Reverdy. Pr. 207, 208 or equivalent. Mr. Chauvigné.

350. Practical French Phonetics (3:3). A practical course in French phonetics. Students will learn to read and write phonetic symbols for all sounds in the French language and will study the mechanics of the production of these sounds, accompanied by intensive drill in pronunciation and intonation. Pr. 211, 212, or equivalent, or permission of instructor. Mr. Felt.

353, 354. Advanced French Composition (3:3), (3:3). Intensive study of modern French prose. Translations into French of literary and colloquial English. Pr. 207, 208 or equivalent. Miss Barineau.

493-494. French Honors Work (3:3)-(3:3). Staff.

ROMANCE LANGUAGES

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

545. Old French Literature (3:3). Readings in French literature of the Middle Ages with attention to the development of the French language. Pr. one 300-level course in French literature or permission of instructor. Mr. Atkinson.

558. French Literary Criticism (3:3). A survey of the major developments and representatives in French literary criticism from Boileau through Diderot and Baudelaire to the present time, followed by a study of the most significant aspects of contemporary French literary criticism. Pr. one 300-level course in French literature or permission of instructor. Mr. Chauvigné.

561. Molière (3:3). An intensive study of all of Molière's plays, taken chronologically, revealing his developing mastery of the art of comedy and of stage technics. Pr. one 300-level course in French literature or permission of instructor. Mr. Couch.

563. Seventeenth-Century French Baroque and Pre-Classical Literature (3:3). A study of some of the most representative works of the baroque and pre-classical period. Pr. one 300-level course in French literature or permission of instructor.

565. Rousseau (3:3). An intensive study of the major writings of Rousseau with a view to tracing the development of his ideas and appreciating his literary artistry. Pr. one 300-level course in French literature or permission of the instructor. Mr. Rizk.

568. Modern French Theatre (3:3). A survey of French drama from the Symbolists to the present day, including works by Claudel, Romain, Giraudoux, Anouilh, Cocteau, Montherlant, Camus, Sartre, Genet, Beckett, Ionesco, and others. Pr. one 300-level course in French literature or permission of instructor. Mr. Couch.

571, 572. French Civilization (3:3), (3:3). A general information course on France and the French people. Historical and geographical background for intensive study of national traits, home life, institutions, and culture. Stress on present-day France. Pr. one 300-level course in French literature or permission of instructor. Mr. Chauvigné.

573. Sixteenth-Century French Literature (3:3). A survey of sixteenth-century literature including the works of Marot, Rabelais, and the poets of the Pléiade. Special emphasis on the *Essais* of Montaigne. Pr. one 300-level course in French literature or permission of instructor. Mr. Couch.

ROMANCE LANGUAGES

COURSES FOR GRADUATES

- 601, 602. Seminars in French Literature (3:3), (3:3).
610. History of the French Language (3:3).
625. Studies in French Style (3:3).
630. Applied French Linguistics (3:3).
650. Advanced French Phonetics (3:3).
693. Special Problems in French Language and Literature (3:3).
699. Thesis (3 to 6).

SPANISH

101-102. Elementary Spanish (3:3)-(3:3). Introduction to the Spanish language with practice in hearing, speaking, reading, and writing. Supplementary instruction in the language laboratory. Staff.

103-104. Intermediate Spanish (3:3)-(3:3). Rapid review of main elements of grammar. Emphasis on vocabulary building, pronunciation, composition, and aural comprehension. Readings based on cultural material and significant literary works. Supplementary instruction in the language laboratory. Staff.

¹150. Applied Spanish (International House) (1:1). Students living on the Spanish Floor of the International House agree to use the language for communication, and to participate in the conversational, social and other activities of the Floor and House. May be repeated for credit up to a total of four (4) semester hours. Grade: pass/not pass. Pr. admission to Spanish Floor of International House.

207, 208. Survey of Spanish Literature (3:3), (3:3). Reading in chronological order of selections from Spanish literature. Staff.

209, 210. Intermediate Spanish Composition (3:3), (3:3). Intensive study of the fine points of grammar and of a wide range of idioms, translation of English sentences and connected discourse into Spanish, dictation.

211, 212. Spanish Conversation (3:3), (3:3). Intensive and methodical training in spoken Spanish. Pr. 207, 208 or 209, 210.

317, 318. Spanish-American Colonial, Independence, and Romantic Literature (3:3), (3:3). Study of key authors and texts of the Spanish territories of the Western Hemisphere with attention to the thought, form, style, and spirit of their works. First semester: Colonial literature to Independence; second semester: Literature of the Romantic Period. Pr. 207, 208 or equivalent.

¹This course may not be used to satisfy the foreign language requirement.

ROMANCE LANGUAGES

321. **Twentieth-Century Spanish Novel (3:3).** Intensive study of novels by Unamuno, Baroja, Valle-Inclán, Azorín and Pérez de Ayala. A brief survey of the post-Civil War novel. Pr. 207, 208 or equivalent.

324. **Nineteenth-Century Spanish Theatre (3:3).** A survey of the Spanish drama from neo-classicism to the late nineteenth century. Authors to be studied include Moratín, Duque de Rivas, Zorrilla, Tamayo y Baus, Echegaray, Pérez Galdós. Pr. 207, 208 or equivalent.

326. **Spanish-American Literature from Modernism to the Present (3:3).** Analysis of representative works from Modernism through the Contemporary Period. Lectures on social, literary, and cultural backgrounds. Pr. 207, 208 or equivalent. Mr. Lagos.

329. **Spanish-American Fiction (3:3).** A study of the development of the novel and short story of Spanish America. Reading of representative works with special attention to contemporary fiction. Pr. 207, 208 or equivalent. Mr. Lagos.

334. **Drama of the Golden Age (3:3).** A review of the evolution of Spanish drama, with detailed study of plays by Lope de Vega, Ruiz de Alarcón, Tirso de Molina, and Calderón. Pr. 207, 208 or equivalent. Mrs. Whitaker.

350. **Practical Spanish Phonetics (3:3).** A practical course in Spanish phonetics. Students will learn to read and write phonetic symbols for all sounds in the Spanish language and will study the mechanics of the production of these sounds, accompanied by intensive drill in pronunciation and intonation. Pr. 211, 212, or equivalent, or permission of instructor. Mr. McSpadden.

353, 354. **Advanced Spanish Composition (3:3), (3:3).** Intensive study of modern Spanish prose. Translations into Spanish of literary and colloquial English. Pr. 207, 208 or equivalent.

493-494. **Spanish Honors Work (3:3)-(3:3).** Staff.

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

510. **Cervantes (3:3).** An intensive study of *Don Quijote*. Lectures, collateral reading and reports. Pr. one 300-level course in Spanish literature or permission of instructor. Mr. Descouzis.

515. **Modern Spanish Poetry (3:3).** A study of Spanish poetry from Romanticism to the present time. Lectures, collateral reading and reports. Pr. one 300-level course in Spanish literature or permission of instructor. Mr. Lagos.

ROMANCE LANGUAGES

520. Spanish Lyric Poetry to 1700 (3:3). A study of the primitive Castilian lyric, the popular and courtly lyric of the Late Middle Ages, and Renaissance and Baroque lyric poetry. Pr. one 300-level course in Spanish literature or permission of instructor. Mr. Almeida.

523. The Literature of Liberal Spain (3:3). A study of the main authors of the eighteenth, nineteenth, and twentieth centuries in whose works criticism of traditional Spanish attitudes is best reflected. Pr. one 300-level course in Spanish literature or permission of instructor. Mr. Osuna.

525. Spanish Prose Fiction of the Renaissance and Golden Age (3:3). A study of representative works of idealistic and realistic fiction (excluding Cervantes) with emphasis on the picaresque novel. Pr. one 300-level course in Spanish literature or permission of instructor. Mrs. Whitaker.

531. The Nineteenth-Century Spanish Novel (3:3). A study of the Spanish novel from the *costumbrista* movement in the first half of the century to the naturalistic novel at the end of the century, including works of Mesonero Romanos, Larra, Enrique Gil Carrasco, Fernán Caballero, Alarcón, Valera, Pardo Bazán, Leopoldo Alas, Galdós, Blasco Ibáñez. Pr. one 300-level course in Spanish literature or permission of instructor. Mr. Descouzis.

535. Twentieth-Century Spanish Theatre (3:3). A study of the Spanish drama from realistic to present-day writers, including works by Benavente, los Quintero, los Machado, Marquina, García Lorca and other more recent dramatists, such as Aub, López Rubio, and Sastre. Pr. one 300-level course in Spanish literature or permission of instructor. Mr. Almeida.

538. Twentieth-Century Spanish American Theatre (3:3). A comprehensive view of the twentieth-century Spanish American theatre with special emphasis on Central American dramatists. Pr. one 300-level course in Spanish literature or permission of instructor.

545, 546. Old Spanish Literature (3:3), (3:3). Readings in Spanish literature of the Middle Ages with attention to special features of the literature and the development of the language. Pr. one 300-level course in Spanish literature or permission of instructor. Mr. McSpadden, Mr. Stinson.

571. Spanish Civilization (3:3). The development of Spanish culture. Historical and geographical background for the study of twentieth-century Spain. Special emphasis on customs, national traits, arts, and institutions. Pr. one 300-level course in Spanish literature or permission of instructor.

572. Spanish-American Civilization (3:3). The development of Spanish-American culture. Pr. one 300-level course in Spanish literature or permission of instructor. Mr. Lagos.

SOCIOLOGY & ANTHROPOLOGY

COURSES FOR GRADUATES

- 601, 602. Seminars in Spanish Literature (3:3), (3:3).
610. History of the Spanish Language (3:3).
625. Studies in Spanish Style with Special Emphasis on Literary Methods and Bibliographical Tools (3:3).
630. Applied Spanish Linguistics (3:3).
650. Advanced Spanish Phonetics: Problems of Pronunciation and Intonation (3:3).
693. Special Problems in Spanish Language and Literature (3:3).
699. Thesis (3 to 6).

ITALIAN

- 201-202. Elementary Italian (3:3)-(3:3). Introduction to the Italian language with practice in hearing, speaking, reading, and writing. Supplementary instruction in the language laboratory.
- 303-304. Intermediate Italian (3:3)-(3:3). This is a continuation of Italian 201-202. Further grounding in the principles of grammar, followed by reading in Dante's *Inferno* and selections from Petrarch, Boccaccio, and others.

DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

Professors BURGESS, HIMES, KUPFERER, MOSSMAN, NOLAND, SHIVERS, THOMPSON (Head of the Department); Assistant Professors ALLEN, FITZGERALD, KNOX, McIRVIN, MOUNTJOY, PRATTO, RALLINGS; Instructor STEPHENS.

The undergraduate major programs in sociology and in anthropology are planned primarily as a part of a liberal arts education. They are designed to provide the student with an analytic and systematic approach to human socio-cultural behavior. Further, they provide a foundation for advanced study or for a variety of occupations.

For a major in sociology, a student normally must take 36 hours above Grade I; he may take 42 hours in sociology and anthropology combined. Majors are required to take Sociology 315, 319, and 514. In addition, majors must include at least one course in anthropology, and their program must include three courses in the Grade V level in addition to Sociology 514.

For a major in anthropology, a student normally must take 36 hours above Grade I; he may take 42 hours in anthropology and sociology combined. Majors are required to take Anthropology 213 and 315.

SOCIOLOGY & ANTHROPOLOGY

Courses and number of hours recommended for students in various concentrations in the Department are available through the departmental office. Selection of courses from among these should be made in consultation with the student's adviser.

SOCIOLOGY

101. American Society (3:3). An examination of contemporary American society and social problems from a sociological perspective. Attention will be given to value systems and institutions and to the social processes which are of major current significance. Not open to seniors. Staff.

211. Introduction to Sociology (3:3). The scientific study of social behavior including such factors involved in the functioning and development of human society as culture, personality, social organization, institutions, stratification, social process, and social change. Open to freshmen. Staff.

222. Sociology of Deviant Behavior (3:3). Sociological contributions to analysis and treatment of contemporary types of deviant behavior. Relationship of deviant behavior to social change. Formerly 322. Not open to freshmen. Staff.

231. Public Opinion and Mass Communication (3:3). Social, psychological, and political determinants of public opinion. Examination of how opinions are formed, changed, and influenced and how social action is related to public opinion. Particular attention is given to propaganda, pressure groups, and mass communication media in affecting public opinion. Not open to freshmen. Mr. Knox.

315. Introduction to Social Research (3:3). Problems and procedures in research design and data processing in social research. Topics covered include the function of theory in research, concept formation, study design, data collection and analysis. Analysis and interpretation of selected research in sociology, social psychology, and anthropology will be critically examined. Formerly 344. Pr. Sociology 211 or Anthropology 212 or consent of the instructor. Mr. Pratto. Same as Anthropology 315.

316. Advanced Research Methods (3:2:2). A continuation and expansion on a more advanced level of topics covered in Sociology 315. Emphasis will be placed on the application of methods to various aspects of research projects undertaken by the class. Pr. 315 or consent of the instructor. Mr. Pratto.

319. Introduction to Sociological Statistics (3:2:1). An introduction to statistical concepts and procedures as applied to sociological inquiry. Topics include elementary descriptive statistics, probability and statistical inference, elementary sampling procedures, simple correlation, statistical significance and reliability. Pr. 211 or consent of the instructor. Mr. Pratto.

SOCIOLOGY & ANTHROPOLOGY

324. Criminology (3:3). A survey of the nature of crime, criminal statistics, and theories of criminal causation. Attention is given to the nature of criminal law; selected current issues in penology are considered. Formerly 336. Pr. 211 or consent of the instructor. Miss Shivers.

327. Race and Ethnic Relations (3:3). An examination of the interaction between peoples of differing racial, ethnic, and cultural backgrounds. Attention will be given to the development of American race relations, with a brief comparison of such relationships to those in other parts of the world. Pr. 211 or Anthropology 212 or consent of the instructor. Miss Burgess. Same as Anthropology 327.

339. Population Problems and Human Ecology (3:3). Population composition, population growth; the distribution of human beings in space and its effect on their social life. Formerly 411. Pr. 211 or consent of the instructor. Mr. Allen.

343. Urban Sociology (3:3). An examination of the nature of world urbanization, its bases and its consequences. Attention will be given to the impact of urbanization upon human social systems and culture patterns. Formerly 530. Pr. 211 or consent of the instructor. Staff.

355. Marriage and the Family (3:3). An analysis of marriage and the family in North America with particular attention given to change and interrelationships with other institutions. Formerly 333. Pr. 211 or consent of the instructor. Mr. Rallings.

366. Sociology of Religion (3:3). An introduction to sociological study in the field of religion with emphasis on modern society and the relation of religion to other institutions and the functions of religious roles. Formerly 330. Pr. 211 or consent of the instructor. Mr. Allen.

413. The Development of Sociological Theory (3:3). Emergence of sociological theory from social philosophy and the role of sociological theory in the development of social science. Formerly 449. Pr. 211 or consent of the instructor. Mr. Allen.

481. Social Welfare as a Social Institution (3:3). An introduction to the origins and types of problems to which social welfare programs in our culture are addressed. Emphasis upon the interdependence between social, cultural, political, and economic factors in relation to the changing conceptions of social welfare. Formerly 439. Pr. 211 or consent of the instructor. Miss Mossman.

482. Social Work as a Profession (3:2:4). An examination of social work as a helping profession with emphasis upon its goals, values, methods, and settings. Field experience is provided each student in community agencies four hours per week. Formerly 440. Pr. 481. Miss Mossman.

SOCIOLOGY & ANTHROPOLOGY

483. Seminar with Field Experience (2) to (3). Provides an opportunity for advanced undergraduates to have selected field experience in social welfare and community organization. Students should consult instructor before registering in this course. Pr. 482 or consent of the instructor. Staff.

493-494. Honors Work (3)-(3). Staff.

497, 498. Special Problems in Sociology (2) to (3), (2) to (3). Opportunity for students to have directed instruction on problems of special interest. Formerly 469. Pr. consent of faculty member with whom students wish to work. Staff.

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

514. Contemporary Sociological Theory (3:3). An examination of the major theoretical positions in current sociology. Pr. 6 hours of sociology at Grade III or above or consent of the instructor. Staff.

518. Advanced Sociological Statistics (3:2:2). Statistical concepts and procedures as applied to sociological inquiry proceeding from elementary techniques to more advanced techniques such as multiple and partial correlation, analysis of variance and covariance, sampling procedures and advanced tests of significance. Computer application to data processing and statistical analysis will be included. Pr. 319 or consent of the instructor. Mr. Pratto.

521. Juvenile Delinquency (3:3). An analysis of the social dimensions of juvenile delinquency, comparisons of agencies of control and correction, and programs of treatment and prevention. Formerly 541. Pr. 6 hours of sociology at Grade III or above or consent of the instructor. Miss Shivers.

526. Minorities in a Changing World (3:3). A comparative study of racial, religious, ethnic, and cultural minorities in selected contemporary societies, including the United States. Emphasis will be on theoretical and empirical connections leading to a more unified theory of majority-minority group relations. Pr. Sociology or Anthropology 327 or consent of the instructor. Miss Burgess. Same as Anthropology 526.

527. Social Conflict and Social Change (3:3). Examination of the major theories of social conflict and social change and the merging synthesis in contemporary theory. Emphasis will be upon complex industrial societies. Pr. 6 hours of sociology at Grade III or above or consent of the instructor. Mr. Himes.

528. Social Movements (3:3). Sociological approaches to social movements emphasizing the politics of social movements, theories of political society and social movements, and empirical connections to theory. Pr. 6 hours of sociology at Grade III or above or consent of the instructor. Mr. Himes.

SOCIOLOGY & ANTHROPOLOGY

536. Social Structure and Stratification (3:3). A systematic analysis of class and caste systems, power relationships, status groupings, institutional and mobility patterns within the structure of society. Emphasis will be placed on theory and research in the field as it relates to differential social behavior. Formerly 531. Pr. 6 hours of sociology at Grade III or above or consent of the instructor. Miss Burgess.

543. Urban Communities (3:3). An examination of contemporary urban communities as ecological and social systems. Attention is given to the interdependence of ecological and socio-cultural factors, the processes of community relations, the structure of community power and patterns of change. Pr. 6 hours of sociology at Grade III or above or consent of the instructor. Mr. Thompson.

551. Social Relations in Formal Organizations (3:3). Formal organization of work. Various types of organizations—industrial company, business firm, hospital, government agency, educational institution, labor union, etc.—as bureaucracies and as other forms of organization. Internal adjustments of personnel. The informal organization. External constraints on organizations—community, government, union, changing value systems, etc. Representative topics covered are division of labor, authority structure, communication, motivation, reward systems, occupational types, professionalization, impact of automation. Formerly 535. Pr. 6 hours of sociology at Grade III or above or consent of the instructor. Mr. Noland.

552. Sociology of Science and Technology (3:3). Nature and origins of modern science; relations of science and technology; science in democratic and authoritarian societies; images of scientists; origins and recruitment of scientists; career patterns; the organizational setting. Pr. 6 hours of sociology at Grade III or above or consent of the instructor. Staff.

553. Sociology of Occupations and Professions (3:3). Nature and significance of work; cultural perspectives on work; occupational choice; socialization into work endeavors; career patterns; control of occupations and professions; labor and leisure; relationships to community and society. Pr. 6 hours of sociology at Grade III or above or consent of the instructor. Mr. Noland.

555. Sociology of the Family (3:3). A critical examination of the various ways of studying the family, with consideration given to methodology, statistical treatment of the data and substantive findings. Pr. 315 or 316; 355; or consent of the instructor. Mr. Rallings.

562. Sociology of Education (3:3). The study of education as a social system, its functions and its structural bases. Attention will be given to the internal processes and structure of educational institutions and to their interdependent relationships with the environing society. Formerly 685. Pr. 6 hours of sociology at Grade III or above or consent of the instructor. Mr. Thompson.

SOCIOLOGY & ANTHROPOLOGY

571. Social Psychology (3:3). A study of individual and collective behavior in relation to various social and cultural influences. Selected crucial problem areas of social psychological theory are intensively examined in a social and cultural perspective. Formerly 523. Pr. 211; Psychology 211-212 or 221; or consent of the instructor. Mr. Knox.

572. The Small Group (3:3). The structure and functioning of various kinds of small groups. Emphasis is on the objectives of groups; on the processes of leadership, decision-making, interaction, and change; and on the consequences of group participation for the individual. Reviews major field and laboratory studies and elaborates their theoretical significance. Formerly 525. Pr. 211; Psychology 211-212 or 221; or consent of the instructor. Mr. Rallings.

574. Socialization (3:3). Examination of the fundamental theories of socialization and resocialization. Emphasis will be on studies of adolescent and adult socialization to roles, particularly in the context of organizations. Pr. 6 hours of sociology at Grade III or above or consent of the instructor. Mr. Knox.

584. Community Services for Children (2:2). A study of the normal process of socialization will serve as background for a discussion of special services for children in the community and the basic principles in child care upon which agency services are established. Formerly 542. Pr. 6 hours of sociology at Grade III or above or consent of the instructor. Miss Mossman.

597, 598. Special Problems in Sociology (3), (3). Opportunity for advanced students to undertake independent study or research of special interest. Pr. consent of faculty member with whom students wish to work. Staff.

COURSES FOR GRADUATES

605. Seminar in Management Organization Theory (3:3).

615. The Logic of Sociological Inquiry (3:3).

697, 698. Special Problems in Sociology (3), (3).

ANTHROPOLOGY

212. Introduction to Anthropology (3:3). A survey of general anthropology. It includes an inquiry into the origins of man, prehistory, and a comparative study of culture. Open to freshmen. Staff.

213. Cultural Anthropology (3:3). Comparative study of culture and its social institutions. Theoretical aspects of cultural anthropology are stressed. Not open to freshmen. Formerly 328. Staff.

SOCIOLOGY & ANTHROPOLOGY

253. Introduction to Physical Anthropology (3:3). A consideration of human evolution and the fossil evidence bearing on it; a review of race and race differences as reflected by population genetics and anthropometry. Not open to freshmen. Mr. Mountjoy.

315. Introduction to Social Research (3:3). Problems and procedures in research design and data processing in social research. Topics covered include the function of theory in research, concept formation, study design, data collection and analysis. Analysis and interpretation of selected research in sociology, social psychology, and anthropology will be critically examined. Pr. Sociology 211 or Anthropology 212 or consent of the instructor. Mr. Pratto. Same as Sociology 315.

327. Race and Ethnic Relations (3:3). An examination of the interaction between peoples of differing racial, ethnic, and cultural backgrounds. Attention will be given to the development of American race relations, with a brief comparison of such relationships to those in other parts of the world. Pr. Sociology 211 or Anthropology 212 or consent of the instructor. Miss Burgess. Same as Sociology 327.

329. Comparative Social Organization (3:3). A comparative study of the organization of social life in primitive and peasant groups. Pr. 212 or 213 or consent of the instructor. Mr. Fitzgerald.

331. Native Peoples of North America (3:3). A study of the ways of life, both aboriginal and contemporary, of the indigenous people of North America. Pr. 212 or 213 or consent of the instructor. Miss Kupferer.

332. Peoples of Asia (3:3). A study of ways of life in selected areas of Asia with stress on China, Japan, and India. Pr. 212 or 213 or consent of the instructor. Staff.

360. Modern Archaeology (3:3). The aims and strategies of modern archaeology, stressing how and why archaeology is done, and its contributions to general anthropology. Pr. 212, or consent of the instructor.

385. Anthropological Linguistics (3:3). Investigation of the relevance of linguistics to anthropology both at the present and in historical perspective. Description of the basic techniques used in recording and analyzing ethnographic linguistic data, and the study of the relation of language to culture. Not open to freshmen. Pr. 212, or consent of the instructor.

493-494. Honors Work (3)-(3). Staff.

497, 498. Special Problems in Anthropology (3), (3). Opportunity for students to have directed instruction on problems of special interest. Pr. consent of faculty member with whom students wish to work. Staff.

SOCIOLOGY & ANTHROPOLOGY

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

- 511. Introduction to Anthropological Thought (3:3).** A systematic examination of the developments in the history of anthropology and the study of culture leading to the emergence of anthropology as a scientific field. Pr. 212 or 213 or consent of the instructor. Mr. Fitzgerald.
- 524. Applied Anthropology (3:3).** The application of anthropological method and theory in situations of directed socio-cultural change. Pr. 212 or 213 or consent of the instructor. Mr. McIrvin.
- 526. Minorities in a Changing World (3:3).** A comparative study of racial, religious, ethnic, and cultural minorities in selected contemporary societies, including the United States. Emphasis will be on theoretical and empirical connections leading to a more unified theory of majority-minority group relations. Pr. Sociology or Anthropology 327 or consent of the instructor. Miss Burgess. Same as Sociology 526.
- 529. Dynamics of Culture Growth and Change (3:3).** An examination of the development of culture and the analysis of acculturation stemming from contacts of peoples of different cultural heritages. Formerly 551. Pr. 212 or 213 or consent of the instructor. Miss Kupferer.
- 533. Indigenous New World Civilizations (3:3).** A study of the development of the Aztec, Maya, and Inca civilizations. The course will begin with the entrance of man into the New World and end with the Spanish Conquest. Pr. 212 or 213 or consent of the instructor. Mr. Mountjoy.
- 534. Contemporary Latin American Societies and Cultures (3:3).** A survey of the tribal and peasant groups with special emphasis on their place in contemporary Latin America. Formerly 352. Pr. 212 or 213 or consent of the instructor. Mr. McIrvin.
- 547. The Anthropology of Belief and Value Systems (3:3).** An examination of belief and value systems in the context of their social reality. Pr. 212 or 213 or consent of the instructor. Staff.
- 558. Old World Archaeology (3:3).** An intensive examination of the development of culture from its paleolithic beginnings through the rise of civilizations in Europe, Asia, and Africa. Pr. 212 or 213 or consent of the instructor. Mr. Mountjoy.
- 576. Culture and Personality (3:3).** A cross-cultural analysis of the effect and influence of culture and group membership on the development of personality. Formerly 554. Pr. 212 or 213 or consent of the instructor. Miss Kupferer.



PART VIII

Statistical Summaries

VIII. STATISTICAL SUMMARIES

ENROLLMENT SUMMARY FOR THE FALL SEMESTER 1968

Seniors	842
Juniors	1003
Sophomores	1216
Freshmen	1470
Graduates	1285
Specials	73
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Total	5889
Extension	153
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Total Collegiate Enrollment	6042
Other Enrollments	
Kindergarten and Nursery School	45
Curry School	243
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Total Enrollment Fall 1968	6330

SUMMER SCHOOL 1968

Summer Session—First Six Weeks	2145
Second Six Weeks	1309
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Total	3454
Extension—Summer 1968	925
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Total	4379

SUMMARY OF EARNED DEGREES AND CERTIFICATES GRANTED AT UNC-G ON JUNE 1, 1969

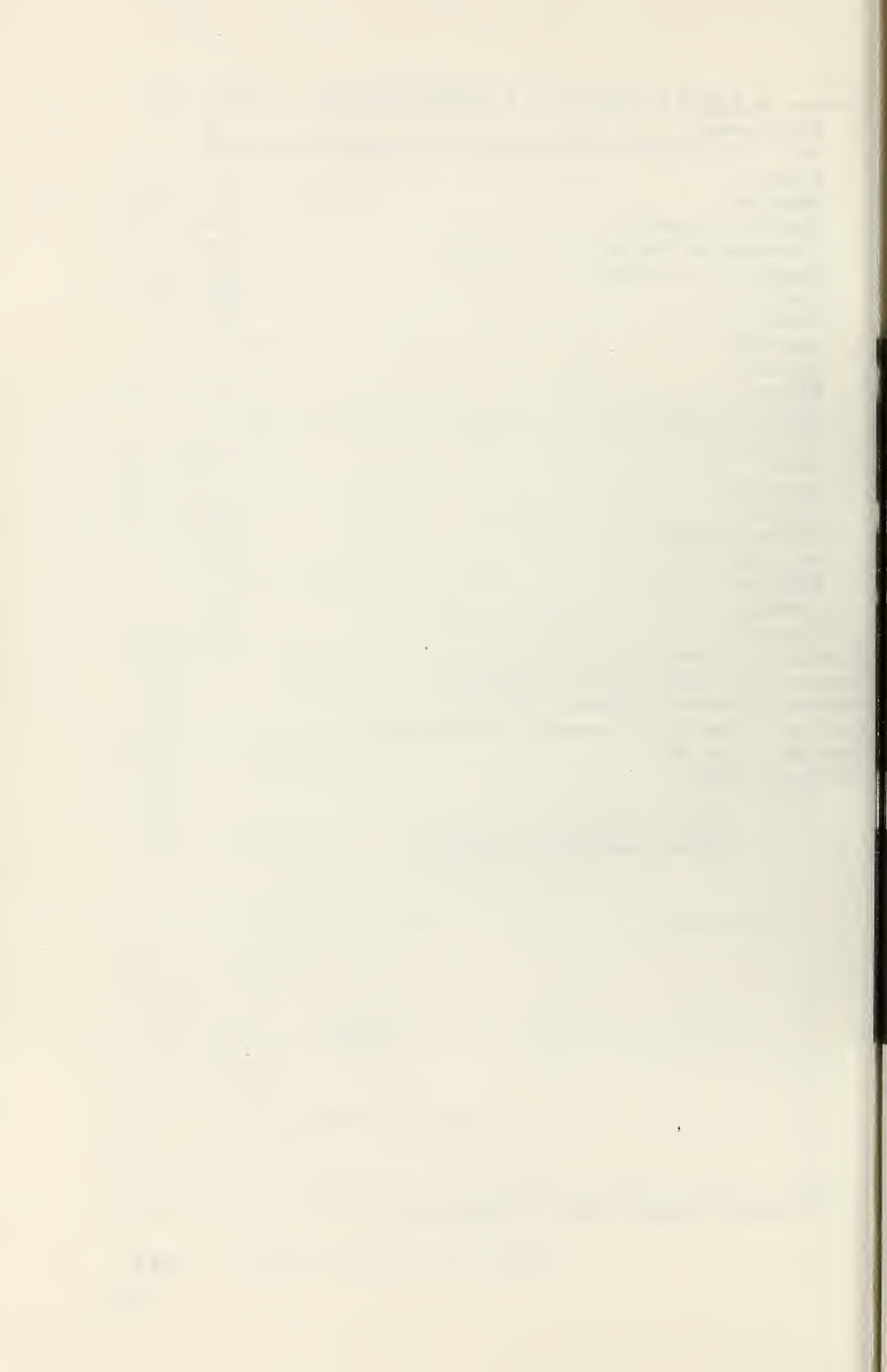
Source: Commencement Program for the 77th Annual Commencement

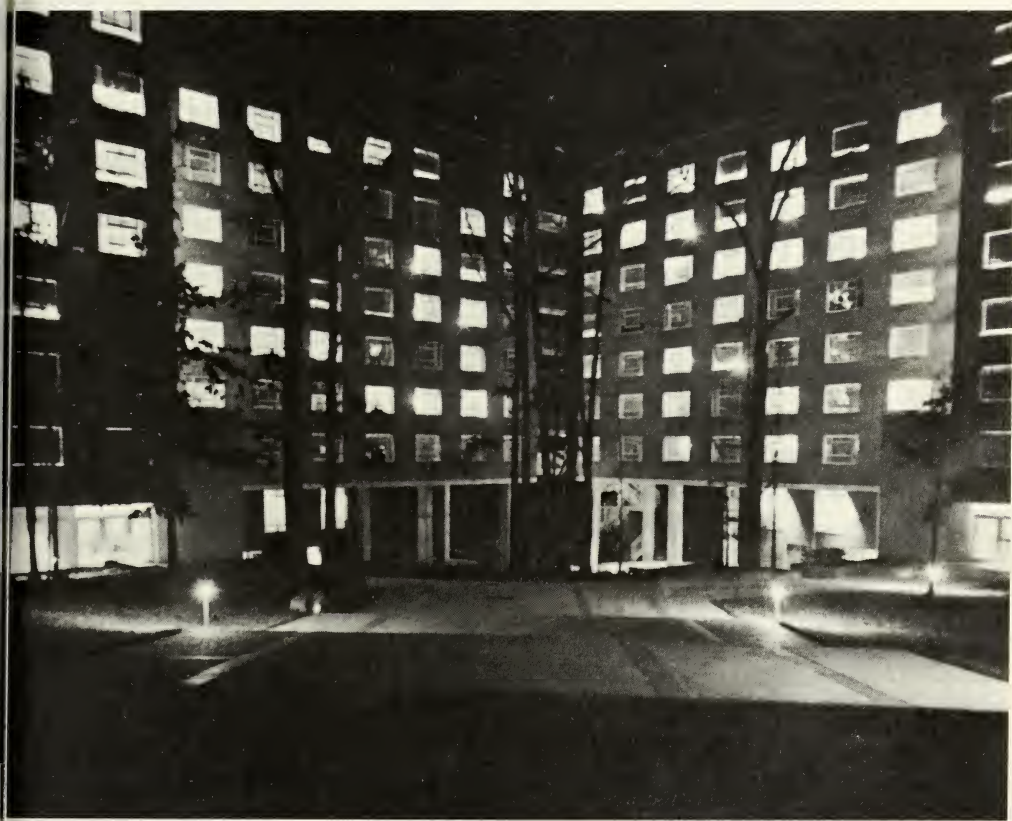
Doctor of Philosophy	4
Doctor of Education	2
Master of Arts	30
Master of Arts in Education	1
Master of Arts in Teaching	2
Master of Education	134
Master of Science	5
Master of Science in Home Economics	14
Master of Fine Arts	32
Master of Music	3
Master of Science in Physical Education	12
Master of Science in Business Education	1
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TOTAL GRADUATE DEGREES	240

Bachelor of Arts	562
Anthropology	2
Art	3
Biology	35
Chemistry	9
Drama and Speech	13
Economics and Business Administration	25
Elementary Education	126
English	106
French	18
Geography	3
German	7
History	50
Laboratory Technician	*
Mathematics	50
Music	1
Philosophy	1
Physics	3
Political Science	9
Psychology	22
Recreation	5
Sociology	63
Spanish	11
Bachelor of Science in Home Economics	104
Bachelor of Science in Medical Technology	5**
Bachelor of Science in Physical Education	18
Bachelor of Science in Secretarial Administration	44
Bachelor of Fine Arts	22
Bachelor of Music	29
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TOTAL BACHELOR DEGREES	784
TOTAL EARNED DEGREES	1024

*Reported as biology and chemistry majors.

**5 candidates to complete practicum in October 1969.





PART IX

Organization

IX. ORGANIZATION

BOARD OF TRUSTEES OF THE UNIVERSITY OF NORTH CAROLINA

EXECUTIVE COMMITTEE OF THE BOARD OF TRUSTEES

ROBERT W. SCOTT, Governor, *Chairman ex officio*, Raleigh

ARCH TURNER ALLEN, *Secretary*, Raleigh

LUTHER HAMILTON, GEORGE WATTS HILL, LENOX G. COOPER, ARCHIE K. DAVIS, MRS. L. RICHARDSON PREYER, W. FRANK TAYLOR, THOMAS J. WHITE, JR., J. SHELTON WICKER, WADE BARBER, VICTOR S. BRYANT, MRS. JOHN G. BURGWIN, MRS. A. H. LATHROP, REID A. MAYNARD, WALTER L. SMITH, GEORGE M. WOOD.

MEMBERS OF THE BOARD OF TRUSTEES

ROBERT W. SCOTT, Governor, Chairman, *ex officio*

CRAIG PHILLIPS, State Superintendent of Public Instruction, *ex officio*

ARCH TURNER ALLEN, *Secretary*

ANN HOUGHTALING, *Assistant Secretary*

HONORARY LIFETIME MEMBERS

FRANK P. GRAHAM, Chapel Hill, North Carolina

GORDON GRAY, Washington, D. C.

LUTHER H. HODGES, Chapel Hill, North Carolina

DAN K. MOORE, Raleigh, North Carolina

TERRY SANFORD, Fayetteville, North Carolina

Term Expires April 1, 1971

WYATT R. AYDLETT	Elizabeth City	Pasquotank
IRWIN BELK	Charlotte	Mecklenburg
MRS. MEBANE H. BURGWIN	Jackson	Northampton
SAM N. CLARK, JR.	Tarboro	Edgecombe
T. J. COLLIER	Bayboro	Pamlico
ARCHIE K. DAVIS	Winston-Salem	Forsyth
DR. DOROTHY GLENN	Gastonia	Gaston
ROBERT A. HARRIS	Eden	Rockingham
GEORGE WATTS HILL	Chapel Hill	Orange
MRS J. HENRY HILL, JR.	Hickory	Catawba
WILLIAM D. JAMES	Hamlet	Richmond
WILLIAM D. KIMBRELL	Gastonia	Gaston
THOMAS H. LEATH	Rockingham	Richmond
W. J. LUPTON	Swan Quarter	Hyde
D. L. McMICHAEL	Madison	Rockingham
R. D. McMILLAN, JR.	Red Springs	Robeson

RUDOLPH I. MINTZ	Wilmington	New Hanover
THOMAS O. MOORE	New Bern	Craven
ASHLEY M. MURPHY	Atkinson	Pender
DOUGLAS M. ROBINSON	Marshall	Madison
R. GLENN STOVALL	Roxboro	Person
DR. DAVID T. TAYLOE	Washington	Beaufort
C. M. VANSTORY, JR.	Greensboro	Guilford
CARL V. VENTERS	Jacksonville	Onslow
GEORGE M. WOOD	Camden	Camden

Term Expires April 1, 1973

FRED F. BAHNSON, JR.	Winston-Salem	Forsyth
LENOX G. COOPER	Wilmington	New Hanover
J. M. COUNCIL, JR.	Wanamish	Columbus
W. LUNSFORD CREW	Roanoke Rapids	Halifax
E. M. FENNELL	Hickory	Catawba
MRS. GEORGE A. FERGUSON	Eden	Rockingham
DR. AMOS JOHNSON	Garland	Sampson
MRS. ALBERT H. LATHROP	Asheville	Buncombe
LARRY I. MOORE	Wilson	Wilson
WILLIAM KREISLER NEAL	Roanoke Rapids	Halifax
ARTHUR I. PARK	Oxford	Granville
JOHN AARON PREVOST	Hazelwood	Haywood
MRS. L. RICHARDSON PREYER	Greensboro	Guilford
ADDISON H. REESE	Charlotte	Mecklenburg
T. L. RICHIE	Marion	McDowell
H. L. RIDDLE, JR.	Morganton	Burke
ROY ROWE, SR.	Burgaw	Pender
WALTER L. SMITH	Charlotte	Mecklenburg
J. BRANTLEY SPEIGHT	Winterville	Pitt
C. LACY TATE	Chadbourn	Columbus
W. FRANK TAYLOR	Goldsboro	Wayne
MRS. STEWART WARREN	Clinton	Sampson
CAMERON S. WEEKS	Tarboro	Edgecombe
THOMAS J. WHITE	Kinston	Lenoir
MRS. GEORGE D. WILSON	Fayetteville	Cumberland

Term Expires April 1, 1975

ARCH T. ALLEN	Raleigh	Wake
IKE F. ANDREWS	Siler City	Chatham
WILLIAM C. BARFIELD	Wilmington	New Hanover
CHARLES W. BRADSHAW	Raleigh	Wake
DR. FRANCIS A. BUCHANAN	Hendersonville	Henderson
C. C. CAMERON	Charlotte	Mecklenburg
MRS. J. WILLIAM COPELAND	Murfreesboro	Hertford
FRANK HULL CROWELL	Lincolnton	Lincoln
BRAXTON B. DAWSON	Washington	Beaufort

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

N. K. DICKERSON, JR.	Monroe	Union
JAKE FROELICH, JR.	High Point	Guilford
EUGENE B. GRAHAM, III	Charlotte	Mecklenburg
JAMES C. GREEN	Clarkton	Bladen
ROBERT HALL	Mocksville	Davie
MRS. HOWARD HOLDERNESS	Greensboro	Guilford
SAMUEL H. JOHNSON	Raleigh	Wake
WADE B. MATHENY	Forest City	Rutherford
BEVERLY C. MOORE	Greensboro	Guilford
DR. F. M. SIMMONS PATTERSON	Chapel Hill	Orange
T. HENRY REDDING	Asheboro	Randolph
D. P. RUSS, JR.	Fayetteville	Cumberland
WILLIAM P. SAUNDERS	Southern Pines	Moore
RALPH H. SCOTT	Haw River	Alamance
E. S. SIMPSON	Smithfield	Johnston
HILL YARBOROUGH	Louisburg	Franklin

Term Expires April 1, 1977

R. KELLY BOWLES	Greensboro	Guilford
VICTOR S. BRYANT	Durham	Durham
JOHN T. CHURCH	Henderson	Warren
WILLIAM A. DEES, JR.	Goldsboro	Wayne
EDWIN DUNCAN, SR.	Sparta	Alleghany
ALBERT J. ELLIS	Jacksonville	Onslow
BRUCE A. ELMORE	Asheville	Buncombe
HENRY A. FOSCUE	High Point	Guilford
W. C. HARRIS, JR.	Raleigh	Wake
WILLIAM A. JOHNSON	Lillington	Harnett
JOHN R. JORDAN, JR.	Raleigh	Wake
ROBERT B. JORDON, III	Mount Gilead	Montgomery
THOMAS W. LAMBETH	Greensboro	Guilford
C. KNOX MASSEY	Durham	Durham
REID A. MAYNARD	Burlington	Alamance
GEORGE Y. RAGSDALE	Raleigh	Wake
MARSHAL A. RAUCH	Gastonia	Gaston
LEXIE L. RAY	Greensboro	Guilford
R. C. SOLES, JR.	Tabor City	Columbus
JOHN B. STEDMAN	Charlotte	Mecklenburg
JOHN A. TATE, JR.	Davidson	Mecklenburg
MRS. ARTHUR W. THOMAS, JR.	Concord	Cabarrus
¹ OSCAR C. VATZ	Fayetteville	Cumberland
J. SHELTON WICKER	Sanford	Lee
FRED L. WILSON	Kannapolis	Cabarrus

¹Deceased.

FACULTY

THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

OFFICERS OF INSTRUCTION AND EMERITI

WILLIAM CLYDE FRIDAY (1951), *President*

B.S., State; LL.B., U.N.C. at Chapel Hill; LL.D., Belmont Abbey, Wake Forest,
Duke, Princeton, Elon, Davidson

JAMES SHARBROUGH FERGUSON (1962), *Chancellor and Professor, Department of History and Political Science*

B.A., Millsaps; M.A., Louisiana State; Ph.D., U.N.C. at Chapel Hill

ALICE KATHERINE ABBOTT (1927), *Associate Professor, Department of Romance Languages, Emeritus (1965)*

B.A., Smith; M.A., Illinois; Diploma, Centro de Estudios Históricos, Madrid

CHARLES MARSHALL ADAMS (1945), *Professor, Librarian, Archivist, Emeritus (1969)*

B.A., Amherst; B.S., M.A., Columbia

MAUDE LOUISE ADAMS (1937), *Assistant Professor, Department of Education, Emeritus (1956)*

B.A., Cornell College; M.A., Iowa

PETER J. AGOSTINI (1966), *Professor, Department of Art*

NAOMI G. ALBANESE (1958), *Professor and Dean, School of Home Economics*

B.A., Muskingum College; M.A., Ph.D., Ohio State

PAMELA A. ALBRIGHT (1969), *Teaching Assistant, Department of Biology*

B.A., U.N.C. at Greensboro

LOUISE BREVARD ALEXANDER (1935), *Professor, Department of History and Political Science, Emeritus (1956)*

B.A., Presbyterian

DONALD FLOYD ALLEN (1962), *Assistant Professor, Department of Sociology and Anthropology*

B.A., North Texas State; M.A., Ph.D., Texas

¹ROBERT T. ALLEN, III (1965), *Instructor, Department of English*

B.A., U.N.C. at Chapel Hill; M.A., Cornell

ROSCOE JACKSON ALLEN (1956), *Director of Computer Center and Professor, Department of Business Education*

B.S., Concord College, M.S., Tennessee; Ed.D., Pennsylvania State

SIGRID INSULL ALLEN (1968), *Instructor, Department of Drama and Speech*

B.A., M.A., Indiana

²JOSÉ ALMEIDA (1966), *Assistant Professor, Department of Romance Languages*

B.A., Baylor; M.A., Ph.D., Missouri

¹Part-time.

²Leave of absence, second semester.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

- ¹PAUL G. ALTHAUS (1970), *Lecturer, Department of Economics and Business Administration*
B.A., Gettysburg
- ²KAY M. ALVERSON (1969), *Teaching Assistant, Department of Business Education*
B.S.S.A., U.N.C. at Greensboro
- ³DONALD BENTON ANDERSON (1964), *Professor, Department of Biology*
B.A., B.Sc.Ed., M.A., Ph.D., Ohio State
- HENRY LEONARD ANDERSON, II (1965), *Associate Professor, Department of Chemistry*
B.S., Old Dominion; Ph.D., University of Delaware
- LAURA GADDES ANDERTON (1948), *Professor, Department of Biology*
B.A., Wellesley; M.S., Brown; Ph.D., U.N.C. at Chapel Hill
- ³CLAIRE F. ANGLE (1965), *Instructor, Department of English*
B.A., U.N.C. at Chapel Hill; M.A., U.N.C. at Greensboro
- ⁴STEPHEN ANTONAKOS (1969), *Lecturer, Department of Art*
- ²CLAUDINE ANTONIN (1969), *Teaching Assistant, Department of Romance Languages*
Baccalaureate, Lycee Fromentin, Algiers; Licence es lettres, Montpellier
- JAMES W. APPLEWHITE (1966), *Assistant Professor, Department of English*
B.A., M.A., Ph.D., Duke
- ELIZABETH EDNA ARUNDEL (1937), *Professor, Department of Geography, Emeritus (1960)*
B.A., Ohio; M.A., Columbia; Ph.D., Yale
- MURRAY ARNDT (1968), *Instructor, Department of English*
B.A., M.A., Catholic
- ¹RUDOLPH ARTIS (1970), *Lecturer, Department of Sociology and Anthropology*
B.S., A. & T. State; M.S., Ed.D., Cornell
- MARTHA D. ARTZ (1967), *Instructor, School of Home Economics*
B.S., M.S., U.N.C. at Greensboro
- WARREN HINDS ASHBY (1949), *Professor, Department of Philosophy*
B.A., Maryville; B.D., Ph.D., Yale
- JAMES CARROLL ATKINSON (1958), *Associate Professor, Department of Romance Languages*
B.A., M.A., Duke; Ph.D., Johns Hopkins
- CLAIRE HENLEY ATKISSON (1917), *Assistant Professor, School of Music, Emeritus (1962)*
B.M., U.N.C. at Greensboro; Columbia

¹Part-time, second semester.

²Part-time, first semester.

³Part-time.

⁴First semester.

FACULTY

- MARY ELIZABETH AVENT (1952), *Instructor, University Elementary School (Curry)*
B.A., U.N.C. at Greensboro; M.A., George Peabody
- ANNE FRANCES BAECKER (1960), *Professor and Head, Department of German and Russian*
Ph.B., Marygrove; M.A., Michigan; Ph.D., Cincinnati
- BARBARA BREITHAUP BAIR (1966), *Instructor, School of Music*
B.S.Ed., Ohio State; M.Ed., U.N.C. at Greensboro
- RICHARD BARDOLPH (1944), *Professor and Head, Department of History and Political Science*
B.A., M.A., Ph.D., Illinois; Doctor of Letters, Concordia
- ELIZABETH MCDANIEL BARINEAU (1961), *Professor, Department of Romance Languages*
B.A., U.N.C. at Greensboro; M.A., Ph.D., Chicago
- WALTER W. BARKER (1966), *Associate Professor, Department of Art*
B.F.A., Washington; M.F.A., Indiana
- SUSAN ELIZABETH BARKSDALE (1943), *Associate Professor, Department of Art*
B.A., U.N.C. at Greensboro; M.A., Columbia
- KATE R. BARRETT (1970), *Associate Professor, Department of Health, Physical Education and Recreation*
B.S., Bouvé—Boston College of Tufts University; M.S., Ph.D., Wisconsin
- ELVA EUDORA BARROW (1916), *Professor, Department of Chemistry, Emeritus (1954)*
B.A., Randolph-Macon Woman's College; M.S., Chicago
- HELEN BARTON (1927), *Professor, Department of Mathematics, Emeritus (1960)*
B.A., Goucher; M.A., Ph.D., Johns Hopkins
- EDDIE C. BASS (1968), *Assistant Professor, School of Music*
B.A., M.M., Ph.D., U.N.C. at Chapel Hill
- DAVID R. BATCHELLER (1967), *Associate Professor, Department of Drama and Speech*
B.A., Wooster; M.A., Illinois; Ph.D., Ohio State
- WILLIAM KERVIN BATES (1966), *Associate Professor, Department of Biology*
B.A., Ph.D., Rice
- JESSIE IRENE BAXTER (1965), *Instructor, School of Education*
B.A., Lenoir-Rhyne; M.Ed., U.N.C. at Chapel Hill
- JOHN HERBERT BEELER (1950), *Professor, Department of History and Political Science*
B.A., M.A., Ohio; Ph.D., Cornell
- THOMAS F. BEHM (1968), *Instructor, Department of Drama and Speech*
B.S., Northwestern; M.A., Kansas

¹Effective February 1, 1970.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

- SARAH FORE BELL (1967), *Assistant Professor, Department of Romance Languages*
B.A., Greensboro College; M.A., Ph.D., U.N.C. at Chapel Hill
- DAVID G. BENNETT (1967), *Assistant Professor, Department of Geography*
B.A., East Carolina; M.A., Ph.D., Michigan State
- ROBERT L. BERNHARDT, III (1968), *Assistant Professor, Department of Mathematics*
B.A., M.A., U.N.C. at Chapel Hill; Ph.D., Oregon
- RENNIE P. BEYER (1968), *Instructor, School of Music*
B.M., M.M., U.N.C. at Greensboro
- CARL WILFRID BITZER (1966), *Assistant Professor, Department of Mathematics*
B.S., Duke; M.A., Ph.D., U.N.C. at Chapel Hill
- ¹WILLIAM M. BLACKBURN (1969), *Visiting Professor, Department of English*
A.B., Furman; B.A., M.A., Oxford; Ph.D., Yale
- LOUISE W. BLANEY (1969), *Assistant Reference Librarian*
B.A., Smith; M.S., Simmons
- BILLIE M. BOETTE (1967), *Assistant Professor, School of Nursing*
B.S.N., South Carolina; M.A., New York
- CORA P. BOMAR (1969), *Assistant Professor, School of Education*
B.S.Ed., Tennessee; M.A., U.N.C. at Chapel Hill; B.S.L.S., George Peabody
- CURTIS SPENCE BOOTH (1964), *Assistant Professor, Department of Philosophy*
B.A., Georgetown; Ph.D., U.N.C. at Chapel Hill
- ROGER D. BOURDON (1968), *Assistant Professor and Assistant to the Dean, School of Education*
B.A., San Diego State College; M.A., St. Mary's; Ed.D., Florida State
- JOAN S. BOWEN (1968), *Instructor, Department of Biology*
B.A., U.N.C. at Greensboro; M.S., U.N.C. at Chapel Hill
- ELISABETH ANN BOWLES (1956), *Assistant Professor, School of Education*
B.A., U.N.C. at Greensboro; M.A., Ph.D., U.N.C. at Chapel Hill
- HARRIETT W. BOWLES (1967), *Teacher, University Elementary School (Curry)*
B.A., M.Ed., U.N.C. at Greensboro
- ALBERT BYRON BOYD (1969), *Instructor, Department of History and Political Science*
B.A., Michigan State; M.A., U.N.C. at Chapel Hill
- ²MICHAEL F. BRENSON (1970), *Instructor, Department of Art*
B.A., Rutgers; M.A., Johns Hopkins
- ELEANOR M. BROWNING (1968), *Assistant Professor, School of Nursing*
B.S.N., Medical College of Virginia; M.S., Boston

¹Part-time.

²Second semester.

FACULTY

- AARON J. BROWNSTEIN (1968), *Professor, Department of Psychology*
B.A., City College of New York; M.A., Ph.D., Missouri
- JOSEPH EUGENE BRYSON (1964), *Associate Professor, School of Education and Director of Extension*
B.A., Elon; M.A., U.N.C. at Chapel Hill; Ed.D., Duke
- JEAN RUTH BUCHERT (1957), *Associate Professor, Department of English*
B.A., M.A., Missouri; Ph.D., Yale
- KATHLEEN M. BULGIN (1968), *Instructor, Department of Romance Languages*
B.A., Sweet Briar; M.A., Bryn Mawr
- RANDOLPH MCGUIRE BULGIN (1964), *Associate Professor, Department of English, and Associate Dean of Graduate School*
B.A., Davidson; Ph.D., Princeton
- ¹RACHEL M. BULLINGTON (1969), *Teaching Assistant, Department of Romance Languages*
B.A., Erskine
- ELAINE BURGESS (1960), *Professor, Department of Sociology and Anthropology*
B.A., M.A., Washington State; Ph.D., U.N.C. at Chapel Hill
- ²SUE S. BURKHOLDER (1970), *Instructor, Department of History and Political Science*
B.A., Stanford; M.A., Oregon
- HELEN CATHERINE BURNS (1937), *Associate Professor, Emeritus (1964)*
B.A., Iowa; M.A., Columbia
- MAY DULANEY BUSH (1934), *Professor, Department of English, Emeritus (1968)*
B.A., Hollins; M.A., Columbia; Ph.D., Johns Hopkins
- KENNETH A. BYRD (1969), *Assistant Professor, Department of Mathematics*
B.S., Duke; Ph.D., N. C. State
- ³ROBERT MCCLUER CALHOON (1964), *Associate Professor, Department of History and Political Science*
B.A., Wooster; M.A., Ph.D., Western Reserve
- MARGARET ELEANOR CAMPBELL (1969), *Instructor, School of Nursing*
A.A.S., U.N.C. at Greensboro; B.S.N., M.S.N., U.N.C. at Chapel Hill
- MARTHA HELEN CANADAY (1958), *Associate Professor, School of Home Economics*
B.S., Texas State College for Women; M.S., Louisiana State; Ed.D., Penn. State
- GILBERT FREDERIC CARPENTER (1963), *Professor and Head, Department of Art*
B.A., Stanford
- MILDRED LEE CARR (1958), *Reserve Librarian*
B.A., William and Mary; B.S. in L.S., Columbia

¹Part-time.

²Second semester.

³Leave of absence, 1969-70.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

- ¹BARBARA B. CASSELL (1967), *Assistant Catalog Librarian*
B.A., M.A., Michigan
- RONALD DRAKE CASSELL (1966), *Instructor, Department of History and Political Science*
B.S., M.A., Michigan
- RALPH EDWARD CAUSBY (1966), *Instructor, Department of Drama and Speech*
B.A., Lenoir-Rhyne; M.S., Tennessee
- ELLEN M. CHAMPOUX (1967), *Associate Professor, School of Home Economics*
B.S., M.A., Arizona State; Ed.D., Pennsylvania State
- HARLOW M. CHANDLER, JR. (1968), *Instructor, Department of English*
B.A., Dartmouth; M.A., Virginia
- FRED DAVIS CHAPPELL (1964), *Associate Professor, Department of English*
B.A., M.A., Duke
- AMY MARIE CHARLES (1956), *Professor, Department of English*
B.A., Westminster; M.A., Ph.D., Pennsylvania
- CLAUDE JEAN CHAUVIGNÉ (1965), *Assistant Professor, Department of Romance Languages*
B.S., Southwest Missouri State; M.A., Ph.D., Colorado
- CHARLES A. CHURCH, JR. (1967), *Associate Professor, Department of Mathematics*
B.S., Virginia Polytechnic; Ph.D., Duke
- CLIFTON BOB CLARK (1965), *Professor and Head, Department of Physics*
B.A., M.A., Arkansas; Ph.D., Maryland
- ¹C. ROBERT CLARK (1968), *Instructor, School of Music*
B.S., High Point College; M.A., Appalachian
- THOMAS B. CLARK, JR. (1967), *Instructor, Department of Mathematics*
B.A., M.A.T., U.N.C. at Chapel Hill
- CONVERSE DILWORTH CLOWSE (1962), *Assistant Professor, Department of History and Political Science*
B.A., M.A., Vermont; Ph.D., Northwestern
- BETTY CAROL CLUTTS (1959), *Assistant Professor, Department of History and Political Science*
B.A., U.N.C. at Greensboro; M.A., U.N.C. at Chapel Hill; Ph.D., Ohio State
- ¹JANET F. COCHRAN (1969), *Instructor, Department of English*
B.A., M.A., U.N.C. at Greensboro
- ¹CARL M. COCHRANE (1968), *Lecturer, School of Home Economics*
B.A., Guilford; Ph.D., U.N.C. at Chapel Hill
- WILLIAM PATRICK COLBERT (1962), *Associate Professor, School of Education*
B.A., Winona State; M.A., Ed.D., Teachers College, Columbia

¹Part-time.

FACULTY

- ESTHER INEZ COLDWELL (1922), *Associate Professor, Department of Biology, Emeritus (1961)*
B.A., Southwestern
- BOYD D. COLLIER (1969), *Lecturer, Department of Economics and Business Administration*
B.B.A., M.S., Baylor
- RUTH MARY COLLINGS (1925), *Physician and Professor, Department of Health, Emeritus (1962)*
B.A., Pomona; M.D., Pennsylvania
- JAMES ROBERT COLLINS (1965), *Instructor, School of Music*
B.S., M.A., Alabama
- JAMES CLYDE COOLEY, JR. (1965), *Instructor, Department of History and Political Science*
B.A., Franklin College; M.A., Indiana
- JOHN PHILIP COUCH (1958), *Associate Professor, Department of Romance Languages*
B.A., U.N.C. at Chapel Hill; Ph.D., Yale
- ELIZABETH COWLING (1945), *Professor, School of Music*
B.A., Carleton; M.A., Columbia; M.M., Ph.D., Northwestern
- RICHARD GARNER COX (1960), *Associate Professor, School of Music*
B.A., M.A., U.N.C. at Chapel Hill; Ph.D., Northwestern; Diploma, Conservatoire national de la musique, Paris, France
- ¹BRENDA CRAIG (1969), *Teaching Assistant, Department of Biology*
B.S., U.N.C. at Greensboro
- ¹ANNE C. CRANDALL (1969), *Teacher, University Elementary School (Curry)*
B.S., Cornell; M.S., New York State University College at Oneonta
- JOSEPH CRIVY (1969), *Assistant Professor, Department of Art*
B.F.A., M.F.A., Yale
- JANE HANES CROW (1965), *Professor, School of Home Economics*
B.S., Salem; M.S., Maryland; Ph.D., Cornell
- ²EDMUND OLIN CUMMINGS (1967), *Lecturer, Department of Chemistry*
B.S., U.N.C. at Chapel Hill; Ph.D., Massachusetts Institute of Technology
- ³RICHARD NELSON CURRENT (1965), *University Distinguished Professor, Department of History and Political Science*
B.A., Oberlin; M.A., Tufts; Ph.D., Wisconsin
- ¹JOHN S. CURTIS (1969), *Teaching Assistant, Department of Biology*
B.A., Guilford
- LOIS JOTTER CUTTER (1963), *Assistant Professor, Department of Biology*
B.A., M.S., Ph.D., Michigan

¹Part-time.

²Part-time, first semester.

³Leave of absence, 1969-70.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

- HELEN FRANCES CUTTING (1931), *Assistant Professor, Department of Romance Languages, Emeritus (1962)*
B.A., Adelphi; M.A., Columbia; M.A., Chicago; Certificate, Centro de Estudios Históricos, Madrid; M.S.L.S., Catholic University of America
- DAVID A. DALBY (1969), *Assistant Professor, Department of Psychology*
B.A., Southern Illinois; M.A., Ph.D., Ohio State
- PHYLLIS DANIELSON (1968), *Assistant Professor, Department of Art*
B.A., Ball State Teachers College; M.A., Ed.S., Michigan State; Ed.D., Indiana
- DONALD G. DARNELL (1964), *Assistant Professor, Department of English*
B.S., Texas Technological; M.A., Oklahoma; Ph.D., Texas
- ROBERT ARTHUR DARNELL (1949), *Associate Professor, School of Music*
B.M., Colorado; M.M., Texas; Certificate, Ecoles des Beaux Arts, Fontainebleau, France
- CHARLES E. DAVIS (1969), *Assistant Professor, Department of English*
B.A., Davidson; M.A., Ph.D., Emory
- DOROTHY DAVIS (1930), *Associate Professor, Department of Health, Physical Education and Recreation, and Academic Adviser*
B.A., Western; M.A., Wisconsin; S.S., New York
- ¹CHARLOTTE WEBSTER DAWLEY (1944), *Associate Professor, Department of Biology, Emeritus (1968) and Academic Adviser*
B.A., Carleton; M.S., Washington University; Ph.D., Minnesota
- ELLEN W. DAY (1968), *Instructor, School of Education*
B.S., Iowa State; M.Ed., U.N.C. at Greensboro
- ¹PIERRE JEAN DEBS (1966), *Lecturer, Department of Art*
Certificate of Industrial Design, Pratt Institute, Brooklyn
- EUNICE MINERVA DEEMER (1963), *Assistant Professor, School of Home Economics*
B.S., Indiana; M.Ed., Ph.D., Pennsylvania
- MAYNARD W. DELOZIER (1969), *Lecturer, Department of Economics and Business Administration*
B.S.B.A., Richmond
- ²BERNARD B. DELVILLE (1969), *Visiting Lecturer, Department of Romance Languages*
Baccalaureats I et II, Lycee Montesquieu, Bordeaux; Diplome de Sciences Politique, Institut d'Etudes Politiques
- MARIE B. DENNEEN (1926), *Associate Professor, School of Education, Emeritus (1956)*
B.A., M.A., Minnesota
- STEPHEN N. DENNIS (1969), *Assistant Professor, Department of English*
B.A., U.N.C. at Chapel Hill; M.A., Ph.D., Cornell
- PAUL MARCEL DESCOUZIS (1966), *Professor, Department of Romance Languages*
B.A., College de Notre Dame, France; M.A., Boston; Ph.D., Maryland

¹Part-time.

²First semester.

FACULTY

- WILLIAM CONRAD DEVENY (1946), *Associate Professor, School of Music*
B.A., North Central; B.M., Oberlin Conservatory
- MARY ANDREWS DICKEY (1957), *Assistant Professor, School of Home Economics*
B.S., U.N.C. at Greensboro; M.S., Tennessee
- GEORGE WILLIAM DICKIESON (1938), *Associate Professor, School of Music*
B.M., Salem; M.M., Cincinnati Conservatory; L'Ecole Montaux
- ARTHUR WILSON DIXON (1957), *Associate Professor, Department of English*
B.A., U.N.C. at Chapel Hill; Ph.D., Yale
- WILLIAM F. DOHMEN (1968), *Instructor, Department of English*
B.A., Wisconsin; M.A., Virginia
- LEE V. DOUGLAS (1967), *Instructor, Department of Romance Languages*
B.S., Georgetown
- CRAIG LANIER DOZIER (1960), *Professor and Head, Department of Geography*
B.A., Wisconsin; M.A., Maryland; Ph.D., Johns Hopkins
- BERNICE EVELYN DRAPER (1922), *Professor, Department of History and Political Science, Emeritus (1959)*
B.A., Lawrence; M.A., Wisconsin
- ELIZABETH DUFFY (1937), *Professor, Department of Psychology, Emeritus (1969)*
B.A., U.N.C. at Greensboro; M.A., Columbia; Ph.D., Johns Hopkins
- ¹ALAN DUGAN (1970), *Visiting Lecturer, Department of English*
B.A., Mexico City
- JAMES ARTHUR DUNN (1923), *Professor, Department of English, Emeritus (1953)*
B.A., M.A., Missouri
- ANN WEST DWIGGINS (1969), *Technical Processing Librarian*
B.A., Greensboro; M.Ed., U.N.C. at Greensboro; M.S.L.S., U.N.C. at Chapel Hill
- ²LEONARD DZELZITIS (1969), *Teaching Assistant, Department of German and Russian*
B.A., U.N.C. at Chapel Hill
- LEONARD ROY EARLY (1969), *Teaching Assistant, Department of English*
B.A., Saskatchewan
- ROBERT G. EASON (1967), *Professor and Head, Department of Psychology*
B.A., M.A., Ph.D., Missouri
- BRUCE MACLEAN EBERHART (1963), *Professor and Head, Department of Biology*
B.A., San Jose State; Ph.D., Stanford
- LOIS VIRGINIA EDINGER (1962), *Associate Professor, School of Education*
B.A., Meredith; M.Ed., Ph.D., U.N.C. at Chapel Hill

¹February 23-March 21, 1970.

²Part-time, first semester.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

- BEN E. EDWARDS (1968), *Assistant Professor, Department of Chemistry*
S.B., Massachusetts Institute of Technology; Ph.D., Indiana
- ¹JOHN ALEXANDER EDWARDS (1966), *Lecturer, Department of Psychology,
and Director and Counselor, the Counseling Center*
B.A., Davidson; M.A., U.N.C. at Chapel Hill; Ph.D., Tennessee
- KAY P. EDWARDS (1969), *Assistant Professor, School of Home Economics*
B.S., M.S., Utah State; Ph.D., Cornell
- EVE-ANNE EICHHORN (1967), *Instructor, School of Music*
B.S.M., M.M., U.N.C. at Greensboro
- W. LARRY ELLIOTT (1968), *Lecturer, Department of Economics and
Business Administration*
B.B.A., Wake Forest; C.P.A., State of North Carolina
- JAMES NELSON ELLIS (1963), *Associate Professor, Department of English*
B.A., M.A., Oklahoma; Ph.D., Texas
- KATHRYN MCALLISTER ENGLAND (1942), *Associate Professor, Department
of Drama and Speech*
B.A., Randolph-Macon Woman's College; M.A., Teachers College, Columbia
- DANIEL ERICOURT (1963), *Professor and Artist in Residence, School of
Music*
Paris Conservatory
- KATHRYN FRANCES ESKEY (1966), *Associate Professor, School of Music*
B.M., U.N.C. at Greensboro; M.M., New England Conservatory; A.Mus.D., Michigan
- L. DEAN FADELY (1969), *Lecturer, Department of Drama and Speech*
B.A., Florida State; M.F.A., Georgia
- VIRGINIA CHRISTIAN FARINHOLT (1935), *Professor, Department of Romance
Languages, Emeritus (1965)*
B.A., William and Mary; M.A., Ph.D., Chicago
- GRACE BETTS FARRIOR (1957), *Assistant Librarian and Head Acquisitions
Librarian*
B.A., Meredith; M.S. in L.S., U.N.C. at Chapel Hill
- NORMAN FARROW (1969), *Artist-Teacher and Professor, School of Music*
B.A., M.A., Western Ontario
- WILLIAM NORCROSS FELT (1947), *Associate Professor, Department of
Romance Languages*
B.A., Clark; M.A., D.M.L., Middlebury; Diplôme de hautes études, Grenoble
- MARGUERITE FELTON (1956), *Assistant Professor, Department of Chemistry,
and Academic Adviser*
B.S., Limestone; M.A., U.N.C. at Chapel Hill
- JAMES SHARBROUGH FERGUSON (1962), *Chancellor and Professor, Depart-
ment of History and Political Science*
B.A., Millsaps; M.A., Louisiana State; Ph.D., U.N.C. at Chapel Hill

¹Part-time.

FACULTY

- ANNA HYER FESMIRE (1969), *Teaching Assistant, Department of Romance Languages*
B.A., U.N.C. at Greensboro
- MARY FITZGERALD (1924), *Assistant Professor, School of Education, Emeritus (1953)*
B.A., U.N.C. at Greensboro; M.A., Columbia
- MELVIN FLOOD (1969), *Instructor, School of Music*
B.S., Illinois; M.M., Manhattan School of Music
- JOHN PAUL FORMBY (1966), *Assistant Professor, Department of Economics and Business Administration*
B.A., Colorado College; Ph.D., Colorado
- SHERRI RHODA FORRESTER (1962), *Assistant Professor, Department of Chemistry*
B.S., Duke; Ph.D., Northwestern
- ¹ANTHONY N. FRAGOLA (1967), *Teaching Assistant, Department of Romance Languages*
B.A., Columbia College
- EILEEN CASEY FRANCIS (1965), *Assistant Professor, School of Home Economics*
B.S., M.S., Pennsylvania State
- MARIAN POPE FRANKLIN (1959), *Professor, School of Education*
B.A., B.M., St. Olaf; M.A., Northwestern; Ed.D., U.N.C. at Chapel Hill
- ¹JANET B. FRANZONI (1969), *Teaching Assistant, Department of History and Political Science*
B.A., Albertus Magnus
- HERBERT WILLIAM FRED (1964), *Professor, School of Music, and Director, Summer Session*
B.M.E., M.M., Northwestern; Ph.D., U.N.C. at Chapel Hill
- ¹ROSE MILLS FREEDMAN (1957), *Instructor, School of Home Economics*
B.A., Vassar; M.A., Peabody
- HAROLD FRY (1968), *Instructor, Department of German and Russian*
B.A., Hartwick; M.A., Johns Hopkins
- ANNIE BEAM FUNDERBURK (1921), *Associate Professor, Department of Romance Languages, Emeritus (1961)*
B.A., U.N.C. at Greensboro; M.A., U.N.C. at Chapel Hill
- JUNE PRISCILLA GALLOWAY (1957), *Instructor, Department of Health, Physical Education and Recreation*
B.S., Georgia; M.Ed., U.N.C. at Greensboro
- VIRGINIA BEATRICE GANGSTAD (1939), *Associate Professor, Department of Biology*
B.A., M.A., Ph.D., Illinois
- RAYMOND JOHN GARIGLIO (1966), *Assistant Professor, School of Music*
B.M., Clarinet; B.M., Theory; B.M., Composition; American Conservatory of Music;
M.M., Northwestern

¹Part-time.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

- SAMMIE GATLIN GARNER (1966), *Instructor, School of Home Economics*
B.S.H.E., M.S.H.E., U.N.C. at Greensboro
- LYNNE PEARSALL GASKIN (1965), *Instructor, Department of Health,
Physical Education and Recreation*
B.S., Wesleyan; M.S.P.E., U.N.C. at Greensboro
- KARL RAY GENTRY (1965), *Assistant Professor, Department of Mathematics*
B.S., Wake Forest; M.A., Ph.D., Georgia
- PAULA H. GENTRY (1968), *Teacher, University Elementary School (Curry)*
B.M., U.N.C. at Greensboro
- ¹ARTHUR S. GLOSTER, II (1968), *Lecturer, Department of Business
Education*
B.S., Chattanooga; M.S., Ed.S., Tennessee
- ²EDWARD GOLDEN (1970), *Lecturer, Department of Drama and Speech*
B.A., Pedagogics, Higher Diplomatist in Education, National University of Ireland
- BERT ARTHUR GOLDMAN (1965), *Associate Professor, School of Education
and Academic Adviser*
B.A., Maryland; M.Ed., U.N.C. at Chapel Hill; Ed.D., Virginia
- JEAN GORDON (1964), *Assistant Professor, Department of History and
Political Science*
B.A., M.A., Penn State; Ph.D., Wisconsin
- FAYE W. GRANT (1967), *Lecturer, School of Home Economics*
B.S., M.S., Ph.D., Chicago
- JOHN LOWELL GRAVES (1966), *Assistant Professor, Department of
Chemistry*
B.A., Oberlin; Ph.D., Chicago
- ¹MARGARET G. GRAVES (1967), *Instructor, Department of Economics and
Business Administration*
B.A., Smith; M.B.A., Chicago
- JERRY E. GREEN (1969), *Instructor, Department of Geography*
B.S., Kent State; M.R.P., U.N.C. at Chapel Hill
- J. GORDON GREENE (1969), *Assistant Professor, Department of Drama and
Speech*
B.S., East Tennessee; M.A., Northwestern
- MARGARET ANN GREENE (1946), *Assistant Professor, Department of
Health, Physical Education and Recreation*
B.S.P.E., Appalachian; M.A., New York
- JOAN GREGORY (1964), *Assistant Professor, Department of Art*
B.A., Alabama; M.A., Ed.D., Peabody
- PATRICIA ANNE GRIFFIN (1968), *Instructor, Department of Mathematics*
B.A., M.A., U.N.C. at Greensboro

¹Part-time.

²Second semester.

FACULTY

- KELLEY E. GRIFFITH, JR., (1968), *Assistant Professor, Department of English*
B.A., Wake Forest; M.A., Ph.D., Pennsylvania
- GEORGE PHILIP GRILL (1963), *Assistant Professor, Department of Business Education*
B.S., M.A., Appalachian; Ed.D., North Dakota
- MAGNHILDE GULLANDER (1918), *Professor, Department of History and Political Science, Emeritus (1956)*
B.A., Wisconsin; M.A., Pennsylvania
- RUTH GUNTER (1931), *Assistant Professor, School of Education, Emeritus (1959)*
B.A., U.N.C. at Greensboro; M.A., Columbia
- GAYLORD TERRENCE HAGESETH (1965), *Associate Professor, Department of Physics*
B.S., U.N.C. at Chapel Hill; M.S., Ph.D., Catholic University of America
- JAMES JOSEPH HAGOOD, JR. (1951), *Associate Professor, School of Education*
B.S., Piedmont; M.A., Peabody; M.S., Illinois
- ALONZO C. HALL (1916), *Professor, Department of English, Emeritus (1956)*
B.A., Elon; M.A., Columbia
- RALPH G. HALL, JR. (1967), *Instructor, Department of Classical Civilization*
B.A., M.A., U.N.C. at Chapel Hill
- ¹LLOYD C. HALLIBURTON (1970), *Lecturer, Department of Romance Languages*
B.A., Centenary; M.A., Louisiana State
- ²CLAY ALLEN HANEY (1969), *Lecturer, School of Home Economics*
B.S., Jacksonville; Ph.D., Florida State
- GEORGE W. HANEY (1968), *Instructor, School of Education*
B.A., M.S., Southern Illinois
- ³MILDRED C. HANNON (1970), *Assistant to Circulation Librarian*
B.A., Bennett; B.S.L.S., North Carolina College; M.S.L.S., Atlanta
- MATHILDE HARDAWAY (1941), *Professor, Department of Business Education*
B.B.A., Texas; M.B.A., Chicago; Ph.D., Yale
- NOMA HARDIN (1944), *Associate Professor, Department of Art*
B.A., Baylor; B.S., M.A., Texas State
- MARY BETH HARDY (1969), *Instructor, Department of History and Political Science*
B.A., Agnes Scott; M.A., Wisconsin
- JARED V. HARPER (1968), *Instructor, Department of Sociology and Anthropology*
B.A., Emory; M.A., Georgia

¹Second semester.

²Part-time.

³March 1-May 31, 1970.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

- HILDA T. HARPSTER (1944), *Associate Professor, Department of Biology*
B.A., Sweet Briar; M.A., Ph.D., Michigan
- MARY HARRINGTON HARRELL (1935), *Associated Professor, Department of Commercial Studies, Emeritus (1961)*
B.A., Queens; B.S., George Peabody; M.A., New York
- JULIE HARRIS (1965), *Instructor, Department of Biology*
B.S., Newcomb College of Tulane; M.S.P.E., U.N.C. at Greensboro
- MILDRED PEARL HARRIS (1924), *Associate Professor, Department of Health, Physical Education and Recreation, Emeritus (1956)*
B.A., M.A., Michigan
- LAWRENCE HART (1966), *Professor and Dean, School of Music*
B.M., M.M., Colorado; D.Mus.A., Eastman School of Music of the University of Rochester in New York
- M. RUSSELL HARTER (1968), *Assistant Professor, Department of Psychology*
B.A., M.A., San Diego State College; Ph.D., Arizona
- EUGENE B. HASTINGS (1968), *Instructor, Department of Romance Languages*
B.A., Colgate; M.A., Middlebury
- MARTHA ELIZABETH HATHAWAY (1936), *Associate Professor, School of Home Economics, Emeritus (1968)*
B.S., U.N.C. at Greensboro; M.A., Columbia
- SHIRLEY L. HAWORTH (1969), *Teacher, University Elementary School (Curry)*
B.A., Guilford
- ELMA JOSEPHINE HEGE (1934), *Associate Professor, Department of History and Political Science*
B.A., U.N.C. at Greensboro; M.A., Virginia
- RUTH COLTON HEGE (1960), *Instructor, Department of English*
B.A., Mount Holyoke; M.A., Columbia
- ELSA M. HEIMERER (1968), *Instructor, Department of Health, Physical Education and Recreation*
B.S., Ursinus College; M.S.P.E., U.N.C. at Greensboro
- JULIA HEIL HEINLEIN (1952), *Associate Professor, Department of Psychology, Emeritus (1962)*
B.S., M.A., Ph.D., Johns Hopkins
- JAMES E. HELGESON (1969), *Assistant Professor, Department of English*
B.A., Yale; M.A., Iowa; Ph.D., Indiana
- HERBERT T. HENDRICKSON (1968), *Assistant Professor, Department of Biology*
B.S., Ph.D., Cornell
- GAIL MURL HENNIS (1950), *Professor, Department of Health, Physical Education and Recreation*
B.S., Purdue; M.A., Ph.D., State University of Iowa

FACULTY

- HARVEY B. HERMAN (1969), *Associate Professor, Department of Chemistry*
B.S., Polytechnic Institute of Brooklyn; Ph.D., Syracuse
- ¹CHARLES R. HIGGINS (1969), *Instructor, Department of Health, Physical Education and Recreation*
B.S.Ed., M.Ed., Kent State
- JAMES ALBERT HIGHSMITH (1916), *Professor, Department of Psychology, Emeritus (1953)*
B.A., M.A., U.N.C. at Chapel Hill; Ph.D., Peabody
- JOSEPH S. HIMES (1969), *Professor, Department of Sociology and Anthropology*
B.A., M.A., Oberlin; Ph.D., Ohio State
- ²BARNETT D. HODES (1968), *Instructor, Department of Art*
B.A., Columbia; M.F.A., U.N.C. at Greensboro
- ELIZABETH JEROME HOLDER (1963), *Head Reference Librarian and Acting Director*
BA., Salem; M.S. in L.S., U.N.C. at Chapel Hill
- BIRDIE HELEN HOLLOWAY (1935), *Professor, School of Music, Emeritus (1965)*
B.S.M., M.S.M., Oberlin Conservatory
- NANCY HEFNER HOLMES (1966), *Research Instructor, School of Home Economics*
B.S.H.E., M.S.H.E., U.N.C. at Greensboro
- ³HELEN B. HOLT (1970), *Teacher, University Elementary School (Curry)*
B.S., Hampton Institute
- MARJORIE JANE HOOD (1929), *Head Circulation Librarian, Assistant Archivist*
B.A., U.N.C. at Greensboro; B.S. in L.S., Emory
- MARGARET KENDRICK HORNEY (1961), *Assistant Catalog Librarian*
B.A., U.N.C. at Greensboro; B.S. in L.S., Columbia
- EVELYN LOUISE HOWELL (1937), *Associate Professor, School of Home Economics, Emeritus (1956)*
B.S., M.A., U.N.C. at Greensboro
- HUGHES B. HOYLE, III (1967), *Assistant Professor, Department of Mathematics*
B.S., M.A., Ph.D., U.N.C. at Chapel Hill
- CLARENCE P. HUGGINS, JR. (1969), *Instructor, Department of English*
B.A., Davidson; M.A., U.N.C. at Chapel Hill
- ARTHUR BYRON HUNKINS (1965), *Assistant Professor, School of Music*
B.A., Oberlin; M.F.A., Ohio; D.M.A., Michigan
- MARGARET AGNES HUNT (1961), *Associate Professor, Department of History and Political Science*
B.A., Michigan State; M.A., Ph.D., U.N.C. at Chapel Hill

¹Part-time.

²First semester.

³January 5 through March 6, 1970.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

- EUGENIA McIVER HUNTER (1935), *Professor, School of Education*
B.A., Goucher; M.A., Columbia; Ph.D., Ohio State
- MARY ALFORD HUNTER (1943), *Assistant Professor, School of Education*
B.A., U.N.C. at Greensboro; M.A., U.N.C. at Chapel Hill
- MINNIE MIDDLETON HUSSEY (1930), *Assistant Circulation Librarian, Emeritus (1957)*
B.A., Meredith; B.A., U.N.C. at Greensboro
- ELSIE LEE JACOBS (1969), *Teacher, University Elementary School (Curry)*
B.A., Bennett
- MARY ELIZABETH JARRARD (1965), *Instructor, Department of English*
B.A., U.N.C. at Chapel Hill; M.A.T., Duke
- EULA MAE CARTER JARRETT (1957), *Instructor and Librarian, University Elementary School (Curry)*
B.A., Kentucky; M.Ed., U.N.C. at Greensboro
- JACK M. JARRETT (1967), *Assistant Professor, School of Music*
B.A., Florida; M.A., Eastman School of Music; Doctor of Music, Indiana
- LUDMILLA N. JASENOVIC (1967), *Assistant Professor, Department of German and Russian*
B.A., Belgrade; M.A., Ph.D., Montreal
- ELISABETH ANNA MARIE JASTROW (1941), *Associate Professor, Department of Art, Emeritus (1961)*
Ph.D., Heidelberg, Germany
- MARTHA G. JENKINS (1968), *Teacher, University Elementary School (Curry)*
B.A., U.N.C. at Greensboro
- DAVID PHILLIP JENSEN (1968), *Assistant Reference Librarian*
B.A., Pennsylvania State; M.S.L.S., U.N.C. at Chapel Hill
- JOSEPH E. JOHNSON (1969), *Assistant Professor, Department of Economics and Business Administration*
B.A., U.N.C. at Chapel Hill; M.B.A., D.B.A., Georgia State
- ¹MARY KENNON JOHNSON (1962), *Assistant Professor, School of Education*
B.A., South Carolina; M.School Librarianship, U.N.C. at Chapel Hill
- MILDRED LOUISE JOHNSON (1965), *Associate Professor, School of Home Economics*
B.S., M.S., Northern Illinois; Ph.D., Wisconsin
- SARAH WILSON JONES (1952), *Instructor, Department of Business Education*
B.S., M.S., U.N.C. at Greensboro
- SHELLEY L. JONES (1967), *Assistant Professor, School of Nursing*
B.S., California Medical Center; M.S., Minnesota
- GEORGE MINOR JOYCE (1935), *Professor, Emeritus (1969)*
B.S., Indiana State Teachers; M.S., Pittsburgh

¹Leave of absence, first semester.

FACULTY

- MILTON Z. KAFOGLIS (1969), *Professor, Department of Economics and Business Administration*
B.S., Kentucky; Ph.D., Ohio State
- BEATRICE S. KALKA (1967), *Assistant Professor, School of Home Economics*
B.S., West Texas State; M.S., Tennessee; Ed.D., Oklahoma State
- MARY KATSIKAS (1961), *Laboratory Assistant, Department of Chemistry*
B.A., U.N.C. at Greensboro
- PAULINE EVELYN KEENEY (1949), *Burlington Industries Professor of Textiles, School of Home Economics*
B.S., M.S., Ph.D., Pennsylvania State
- ALBERT S. KEISTER (1924), *Professor, Department of Economics and Business Administration, Emeritus (1956)*
B.A., Otterbein; M.A., Columbia; Ph.D., Chicago
- MARY ELIZABETH KEISTER (1965), *Lecturer, School of Home Economics; Research Associate, Institute for Child and Family Development; Director, Demonstration Project; Group Care of Infants*
B.S., U.N.C. at Greensboro; M.A., State University of Iowa; Ph.D., Chicago
- CLAIRE KELLEHER (1968), *Assistant Professor, Department of Art*
B.A., Toronto; M.A., Chicago; Ph.D., London
- ROBERT L. KELLY (1968), *Assistant Professor, Department of English*
B.A., St. Benedict's College; M.A., Kansas; Ph.D., Oregon
- JOHN WESLEY KENNEDY (1956), *Professor, Department of Economics and Business Administration; Dean of Graduate School*
B.A., M.A., Duke; Ph.D., U.N.C. at Chapel Hill
- ¹E. DARYL KENT (1968), *Lecturer, Department of Philosophy*
B.D., Hartford Theological Seminary; B.A., Guilford; Ph.D., Columbia
- GEORGE ANTHONY KIORPES (1965), *Assistant Professor, School of Music*
B.M., M.M., Peabody Conservatory
- HENRY TOMPKINS KIRBY-SMITH, JR. (1967), *Instructor, Department of English*
B.A., University of the South; M.A., Harvard
- KATHLEEN KISH (1969), *Lecturer, Department of Romance Languages*
B.A., California; M.A., Wisconsin
- VIRA RODGERS KIVETT (1968), *Research Instructor, School of Home Economics*
B.S.H.E., M.S.H.E., U.N.C. at Greensboro
- MARGARET G. KLEMER (1967), *Assistant Professor, School of Nursing*
B.S.N.E., Pittsburgh; M.S., Alabama
- RICHARD H. KLEMER (1967), *Professor, School of Home Economics*
B.A., Pittsburgh; Ph.D., Florida State
- JAMES A. KNECHT, JR. (1967), *Instructor, Department of Art*
B.S., Brigham Young; M.F.A., Rutgers

¹Part-time.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

- DAVID B. KNIGHT (1967), *Assistant Professor, Department of Chemistry*
B.S., M.A., Louisville; Ph.D., Duke
- WILLIAM ELLIOTT KNOX (1963), *Assistant Professor, Department of Sociology and Anthropology*
B.A., Colgate; Ph.D., Cornell
- JEAN PAUL F. X. KOENIG (1962), *Instructor, Department of Romance Languages*
B.A., Aix-Marseille; M.A., U.N.C. at Chapel Hill
- RICHARD C. KOLLATH (1969), *Instructor, Department of Art*
B.F.A., Hawaii; M.F.A., U.N.C. at Greensboro
- JAMES R. KRABILL (1968), *Instructor, Department of Mathematics*
B.A., Miami of Oxford, Ohio; M.A., Duke
- ANNA MARY KREIMEIER (1927), *Assistant Professor, School of Education, Emeritus (1965)*
Ph.B., Chicago; M.A., Columbia
- ¹JAMES M. KRETZ (1969), *Instructor, Department of Sociology and Anthropology*
B.A., M.A., Indiana
- PAUL A. KUBIC (1968), *Instructor, Department of Art*
B.F.A., Cleveland Institute of Art; M.F.A., Cranbrook Academy of Art
- SUNNAN KUBOSE (1969), *Assistant Professor, Department of Psychology*
B.A., California at Berkeley; M.A., San Francisco State; Ph.D., Iowa
- HARRIET JANE KUPFERER (1961), *Professor, Department of Sociology and Anthropology*
B.S., U.N.C. at Greensboro; M.A., Ed.D., New York; Ph.D., U.N.C. at Chapel Hill
- LINCOLN F. LADD (1968), *Instructor, Department of English*
B.A., Brown; M.A., Virginia
- BENJAMIN LADNER (1969), *Lecturer, Department of Philosophy*
B.A., Baylor; B.D., Southern Seminary
- RAMIRO LAGOS (1965), *Associate Professor, Department of Romance Languages*
B.A., La Porciuncula; M.A., Ph.D., Universidad Javeriana
- JANICE S. LAIN (1967), *Instructor, Department of Health, Physical Education and Recreation*
B.S., Texas; M.Ed., Sam Houston State College
- FRANCIS ANTHONY LAINE (1949), *Associate Professor and Head, Department of Classical Civilization*
B.S., Memphis State; Ph.D., Vanderbilt
- WILLIAM G. LANE (1969), *Professor and Head, Department of English*
B.A., Furman; M.A., Ph.D., Harvard
- AUGUSTINE LAROCHELLE (1922), *Professor, Department of Romance Languages, Emeritus (1958)*
B.A., Vermont; M.A., Columbia; Diploma, Centro de Estudios Históricos, Madrid

¹First semester.

FACULTY

- ¹MARIAN H. LARSON (1970), *Instructor, School of Nursing*
B.S., Buffalo; M.S., Colorado
- JOHN D. LAWTHOR (1969), *Visiting Professor, Department of Health, Physical Education and Recreation*
B.A., Westminster; M.A., Columbia
- FRANCOISE GIRAUDET LAY (1963), *Instructor, Department of Romance Languages*
Baccalaureat de Philosophie, Université de Paris; Licence es Lettres, Université de Bordeaux
- THOMAS J. LEARY (1968), *Kathleen Price Bryan Associate Professor of Financial Affairs, Department of Economics and Business Administration*
B.A., Northeastern; M.A., Ph.D., Ohio State
- ERNEST W. LEE (1966), *Assistant Professor, School of Education*
B.S., Clemson; M.Ed., Ph.D., U.N.C. at Chapel Hill
- MARJORIE LOUISE LEONARD (1941), *Associate Professor, Department of Health, Physical Education and Recreation*
B.S., U.N.C. at Greensboro; M.A., U.N.C. at Chapel Hill
- GEORGE J. LEVINE (1969), *Instructor, Department of Economics and Business Administration*
B.S.B.A., J.D., U.N.C. at Chapel Hill
- JOSEPH LEVINOFF (1969), *Ballet Master in Residence and Lecturer, Department of Health, Physical Education and Recreation*
- ELOISE R. LEWIS (1966), *Professor and Dean, School of Nursing*
B.S.N., Vanderbilt; M.S.Ed., Pennsylvania; Ed.D., Duke
- VIRGIL E. LINDSEY (1940), *Associate Professor, Department of Economics and Business Administration, Emeritus (1968)*
B.A., Missouri Wesleyan; M.A., Iowa
- ²STEPHEN P. LINE (1969), *Teaching Assistant, Department of History and Political Science*
B.A., La Grange
- VANCE THOMAS LITTLEJOHN (1938), *Professor and Head, Department of Business Education*
B.A., B.S., Bowling Green; M.Ed., Ph.D., Pittsburgh
- PAULINE A. LOEFFLER (1967), *Assistant Professor, Department of Health, Physical Education and Recreation*
B.S.Ed., Southern Illinois; M.S.P.E., U.N.C. at Greensboro; Ph.D., Southern California
- ANDREW F. LONG, JR. (1967), *Assistant Professor, Department of Mathematics*
B.S.E.E., M.S., West Virginia; Ph.D., Duke

¹January 5-May 31, 1970.

²Part-time.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

- LILA BELLE LOVE (1926), *Associate Professor, Department of Biology, Emeritus (1953)*
B.A., Mississippi State College for Women; M.S., Nebraska
- EMMA LOUISE LOWE (1941), *Associate Professor, School of Home Economics*
B.S., The Woman's College of Georgia; M.S., University of Georgia
- JENNIFER K. LOWE (1969), *Instructor, Department of Health, Physical Education and Recreation*
B.S., Bowling Green State; M.F.A., U.N.C. at Greensboro
- ROBERT EUGENE LUCAS (1964), *Instructor, Department of Romance Languages*
B.A., M.A., Ohio State
- WALTER T. LUCZYNSKI (1960), *Assistant Professor, Department of History and Political Science*
B.A., New York; M.A., Michigan; Ph.D., Illinois
- ERNEST A. LUMSDEN, JR. (1966), *Assistant Professor, Department of Psychology*
B.A., Richmond; Ph.D., Duke
- ¹HERBERT Z. LUND (1954), *Lecturer, Department of Biology*
B.A., Utah; M.D., Pennsylvania
- PAUL EUGENE LUTZ (1961), *Associate Professor, Department of Biology*
B.A., Lenoir-Rhyne; M.S., Miami; Ph.D., U.N.C. at Chapel Hill
- CHARLES A. LYNAM (1964), *Assistant Professor, School of Music*
B.A., Elon; M.A., New York
- DAVID FRANKLIN MCALLISTER (1967), *Instructor, Department of Mathematics*
B.S., U.N.C. at Chapel Hill; M.A., Purdue
- ²DUANE H. MCCARTNEY (1970), *Lecturer, Department of Business Education*
B.A., M.A., Colorado State
- THOMAS J. MCCOOK (1968), *Visiting Professor, School of Education*
B.A., Boston College; M.Ed., Boston; Ed.D., Harvard
- FRANCIS J. MCCORMACK (1967), *Assistant Professor, Department of Physics*
B.S., Spring Hill; Ph.D., Florida State
- EDWARD MCCRADY, III (1964), *Assistant Professor, Department of Biology*
B.S., University of the South; M.A., Ph.D., Virginia
- MARY LOUISE McDONALD (1965), *Instructor, Department of Mathematics*
B.A., U.N.C. at Greensboro; M.A., U.N.C. at Chapel Hill
- MIRIAM MCFADYEN (1926), *Professor, School of Education, Emeritus (1945)*
B.S., M.A., Columbia

¹Part-time.

²Part-time, second semester.

FACULTY

- DOROTHY H. MCGAVRAN (1969), *Instructor, Department of English*
B.A., Gettysburg; M.A., Harvard
- ROSEMARY MCGEE (1954), *Professor, Department of Health, Physical Education and Recreation*
B.S., Southwest Texas; M.S., Illinois State; Ph.D., State University of Iowa
- ¹WILLIAM MCGEHEE (1965), *Lecturer, Department of Psychology*
B.A., University of the South; M.A., Ph.D., Peabody
- M. GAIL GARRISON MCNEILL (1968), *Instructor, Department of Romance Languages*
B.A., Millsaps; M.A., U.N.C. at Chapel Hill
- LOIS B. MCGIRT (1966), *Instructor, School of Education*
B.A., Richmond; B.S. in L.S., M.S. in L.S., U.N.C. at Chapel Hill
- RONALD RAY MCIRVIN (1968), *Instructor, Department of Sociology and Anthropology*
B.A., Colorado
- ¹WILLIAM W. MCLENDON (1967), *Lecturer, Department of Biology*
B.A., M.D., U.N.C. at Chapel Hill
- FRANKLIN HOLBROOK McNUTT (1941), *Professor, School of Education, Emeritus (1958)*
B.A., M.A., Wittenberg; Ph.D., Ohio State; LL.D., Dayton; L.H.D., Wittenberg
- ¹ELIZABETH MCRIMMON (1969), *Laboratory Assistant, Department of Chemistry*
B.A., U.N.C. at Greensboro
- GEORGE E. MCSPADDEN (1967), *Professor and Head, Department of Romance Languages*
B.A., M.A., University of New Mexico; Ph.D., Stanford
- DAVID MACKENZIE (1969), *Professor, Department of History and Political Science*
B.A., Rochester; M.A., Ph.D., Columbia
- ADEN COMBS MAGEE, III (1960), *Professor, School of Home Economics*
B.S., Texas A and M; M.S., Ph.D., N. C. State
- ¹ALLISON MAGGIOLO (1968), *Lecturer, Department of Chemistry*
B.S., Worcester Polytechnic; M.A., Ph.D., Columbia
- HAROLD J. MAHONEY (1968), *Professor, School of Education*
B.S.Ed., Bridgewater State College; M.Ed., Ed.D., Boston
- GAY GRANT MANCHESTER (1953), *Instructor, University Elementary School (Curry)*
B.A., Lenoir-Rhyne; M.Ed., U.N.C. at Greensboro
- GUITA MARBLE (1940), *Associate Professor, Department of Chemistry*
B.A., M.A., Ph.D., Kansas
- RAYMOND C. MARCHIONNI (1968), *Instructor, School of Music*
B.M., M.M., Michigan

¹Part-time.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

ALICE B. MARIS (1969), *Instructor, Department of Mathematics*
B.S., Stetson; M.A., U.N.C. at Chapel Hill

¹ANDREW GEORGE MARTIN (1965), *Lecturer, Department of Art*

²CAROL S. MARTIN (1969), *Instructor, Department of Art*
B.F.A., Richmond Professional Institute; M.F.A., U.N.C. at Greensboro

ARLENE RUTH MARTURANO (1969), *Teacher, University Elementary School*
(Curry)
B.S., M.S.Ed., Northern Illinois

ETHEL LORALINE MARTUS (1931), *Professor and Head, Department of*
Health, Physical Education and Recreation
B.A., Brown; M.S., Wellesley

³MARJORIE E. MAYER (1969), *Teacher, University Elementary School*
(Curry)
B.A., Valparaiso

MICHELE F. MEISART (1968), *Teaching Assistant, Department of Romance*
Languages
Baccalaureate in Philosophy, Universite de Nancy

FRANK T. MELTON (1967), *Assistant Professor, Department of History*
and Political Science
B.A., University of the South; M.A., Vanderbilt; Ph.D., Wisconsin

MARJORIE WHITTINGTON MEMORY (1949), *Head Serials Librarian*
B.A., U.N.C. at Greensboro; M.S. in L.S., U.N.C. at Chapel Hill

²SIEGFRIED MEWS (1969), *Lecturer, Department of German and Russian*
Staatsexamen, Hamburg; M.A., Southern Illinois; Ph.D., Illinois

HERMAN DAVID MIDDLETON (1956), *Professor and Head, Department of*
Drama and Speech
B.S., Columbia; M.A., Teachers College, Columbia; Ph.D., Florida

²DOROTHY F. MILLER (1969), *Lecturer, School of Education*
B.A., South Carolina; M.Ed., U.N.C. at Greensboro

HELEN PIERCE MILLER (1962), *Instructor, School of Education*
B.A., High Point; M.Ed., U.N.C. at Greensboro

⁴JAMES N. MILLER (1969), *Lecturer, Department of Economics and*
Business Administration
B.B.A., Georgia State; Ph.D., Tulane

MARY C. MILLER (1967), *Lecturer, School of Home Economics*
B.S.H.E., M.S.H.E., U.N.C. at Greensboro

META HELENA MILLER (1922), *Professor, Department of Romance*
Languages, Emeritus (1966)
B.A., Goucher; M.A., Ph.D., Johns Hopkins; Certificat d'etudes pratiques de
prononciation française Institut de phonétique, Université de Paris

¹First semester.

²Part-time, first semester.

³Part-time, first semester; full-time, second semester.

⁴Part-time.

FACULTY

- ROBERT L. MILLER (1968), *Professor, Department of Chemistry, and Dean of College of Arts and Sciences*
Ph.B., B.S., M.S., Chicago; Ph.D., Illinois Institute of Technology
- ¹ESTELLE MITCHELL (1969), *Instructor, School of Education*
B.A., U.N.C. at Greensboro; M.A., Columbia
- GERTRUDE VERMILLION MITCHELL (1957), *Associate Professor, Department of Chemistry, Emeritus (1968)*
B.A., Furman; B.S., Peabody; M.A., Columbia; Ph.D., Duke
- MICHAEL H. MOLENDIA (1968), *Lecturer, School of Education*
B.A., Marquette; M.S., Syracuse
- VIRGINIA GROVE MOOMAW (1945), *Professor, Department of Health, Physical Education and Recreation*
B.S., Nebraska; M.A., Columbia
- MARGARET C. MOORE (1967), *Associate Professor, School of Nursing*
B.S., U.N.C. at Greensboro; M.A., New York; M.S., U.N.C. at Chapel Hill
- VIVIAN C. MOOSE (1947), *Head Catalog Librarian*
B.A., Lenoir-Rhyne; B.S. in L.S., U.N.C. at Chapel Hill
- MAGDALENA MORA-MALLO (1968), *Instructor, Department of Romance Languages*
Bachillerato, Colegio Santa Maria, Madrid; Filosofie y Letras, Licenciada, Universidad de Madrid
- EDWIN PHILLIP MORGAN (1946), *Professor, School of Music*
B.M., Tulsa; M.M., A.M.D., Eastman
- INGA BORGSTROM MORGAN (1946), *Assistant Professor, School of Music*
B.M., M.M., Rochester
- RALPH MICHAEL MORRISON (1960), *Associate Professor, Department of Biology*
B.S., William and Mary; Ph.D., Indiana
- ¹MARY L. MOSER (1969), *Instructor, School of Home Economics*
B.A., East Carolina; M.S., U.N.C. at Chapel Hill
- DAVID H. MOSKOVITZ (1967), *Assistant Professor, School of Music*
B.M., M.M., Illinois
- MEREB ETHNA MOSSMAN (1937), *Professor, Department of Sociology and Anthropology and Vice Chancellor for Academic Affairs*
B.A., Morningside; M.A., Chicago; L.H.D., Queens College; Lit.D., Morningside
- JOSEPH B. MOUNTJOY (1969), *Lecturer, Department of Sociology and Anthropology*
B.A., Illinois
- ROBERT B. MUIR (1966), *Assistant Professor, Department of Physics*
B.A., Maryville; M.S., Ph.D., Tennessee
- JUDITH CHAMBERLIN NEAVE (1967), *Instructor, Department of Romance Languages*
B.A., Wellesley; M.A., Middlebury

¹Part-time.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

- ELIZABETH WHARTON NEWLAND (1967), *Assistant Catalog Librarian*
B.A., U.N.C. at Greensboro; B.A., in L.S., U.N.C. at Chapel Hill
- MARIANA NEWTON (1969), *Assistant Professor, Department of Drama and Speech*
A.A., Cottey; B.A., M.A., Redlands; Ph.D., Northwestern
- MILDRED PENDLETON NEWTON (1926), *Director of Admissions, Emeritus (1959)*
B.A., Goucher
- VICTORIA CARLSON NIELSON (1930), *Professor, Department of Health, Physical Education and Recreation, Emeritus (1948)*
B.S., M.S., M.A., Ph.D., Columbia
- E. WILLIAM NOLAND (1967), *University Distinguished Professor, Department of Sociology and Anthropology*
B.A., M.A., West Virginia; Ph.D., Cornell
- GEORGE E. NORTH (1967), *Associate Professor, Department of Psychology*
B.A., Montana State; M.A., Utah; Ph.D., Texas
- ROBERT M. O'KANE (1967), *Professor and Dean, School of Education*
B.A., New Hampshire; M.Ed., Vermont; Ed.D., Harvard
- ¹MALCOLM E. OSBORN (1968), *Lecturer, Department of Economics and Business Administration*
B.A., Maine; J.D., L.L.M., Boston University School of Law
- RAFAEL OSUNA (1968), *Associate Professor, Department of Romance Languages*
Licenciado en Letras, Madrid; Ph.D., Brown
- NELSON F. PAGE (1966), *Assistant Professor, Department of Mathematics*
B.A., M.A., Ph.D., U.N.C. at Chapel Hill
- JAMES WATSON PAINTER (1926), *Professor, Department of English, Emeritus (1963)*
B.A., Emory and Henry; M.A., Tennessee
- KATHLEEN SHARER PAINTER (1929), *Instructor, Department of English, Emeritus (1963)*
B.A., Tennessee
- PATRICIA E. PARDUE (1969), *Teaching Assistant, Department of Romance Languages*
B.A., U.N.C. at Greensboro
- ¹EDITH H. PARKER (1968), *Lecturer, Department of Economics and Business Administration*
B.A., U.N.C. at Greensboro
- ²FRANKLIN DALLAS PARKER (1951), *Professor, Department of History and Political Science*
B.A., Greenville; M.A., Ph.D., Illinois

¹Part-time.

²Leave of absence, first semester.

FACULTY

- MARY TOWE PARKER (1956), *Instructor, Department of Geography*
B.A., M.Ed., U.N.C. at Greensboro
- ²ODESSA PATRICK (1969), *Instructor, Department of Biology*
B.S., N. C. Agricultural and Technical; M.A., U.N.C. at Greensboro
- JESSIE CLARA PEDEN (1946), *Assistant Professor, School of Education*
B.A., Winthrop; M.A., U.N.C. at Chapel Hill
- MARGARET ELLEN PENN (1946), *Professor, School of Home Economics, Emeritus (1967)*
B.S., Kansas State; M.A., Columbia
- ³BRYCE PERKINS (1968), *Professor, School of Education and Director, University Elementary School (Curry)*
B.S.Ed., Maine; M.Ed., Hillyer College; Ed.D., New York
- CHARLOTTE PERKINS (1960), *Instructor, Department of Drama and Speech and Academic Adviser*
B.A., M.A., Louisiana State
- EUGENE EDWIN PFAFF (1936), *Professor, Department of History and Political Science*
B.A., M.A., U.N.C. at Chapel Hill; Ph.D., Cornell
- CHARLES WILEY PHILLIPS (1935), *Professor, Emeritus (1962)*
B.A., U.N.C. at Chapel Hill; M.A., Columbia; L.L.D., U.N.C. at Greensboro
- WALLACE PHILLIPS (1967), *Assistant Professor, School of Education, and Acting Director, University Elementary School (Curry), Second Semester*
B.S., Findlay; M.Ed., Ph.D., Ohio
- ANNETTE R. PITTMAN (1967), *Teaching Assistant, Department of Biology*
B.A., U.N.C. at Greensboro
- RUSSELL E. PLANCK (1967), *Lecturer, Department of History and Political Science*
B.A., Seton Hall; M.A., Ph.D., Columbia
- VIVA M. PLAYFOOT (1925), *Professor, School of Home Economics, Emeritus (1954)*
B.S., M.A., Columbia
- FRANCIS PLEASANTS, JR. (1965), *Assistant Professor, Department of Health, Physical Education and Recreation*
B.A., Catawba; M.Ed., U.N.C. at Chapel Hill; Ed.D., Florida State
- JACKIE MCMAHAN POER (1967), *Instructor, Department of Biology*
B.A., U.N.C. at Greensboro; M.A.T., Duke
- ¹GRACE E. POORE (1969), *Teaching Assistant, University Elementary School (Curry)*
B.S., Simmons

¹Part-time.

²Part-time, first semester; full-time, second semester.

³First semester.

¹NANCY ANN PORTER (1952), *Instructor, Department of Health, Physical Education and Recreation*
B.S., M.Ed., U.N.C. at Greensboro

ELDON EUGENE POSEY (1964), *Professor and Head, Department of Mathematics*
B.S., East Tennessee State; M.A., Ph.D., Tennessee

THOMAS H. POSTON (1967), *Instructor, Department of English*
B.A., Davidson; M.A., University of Maryland

ROBIN W. PRATT (1969), *Assistant Professor, Department of Psychology*
B.A., William Jewell; M.A., Ph.D., Illinois

DAVID J. PRATTO (1969), *Instructor, Department of Sociology and Anthropology*
B.A., Colorado

²HERMAN J. PRESEREN (1970), *Lecturer, School of Education*
B.S., Pennsylvania State Teachers College; M.A., Teachers College, Columbia;
Ph.D., U.N.C. at Chapel Hill

³RUTH ROBERTSON PRINCE (1963), *Assistant Catalog Librarian*
B.A., Meredith; B.S. in L.S., U.N.C. at Chapel Hill

WALTER HENRY PUTERBAUGH (1964), *Professor and Head, Department of Chemistry*
B.A., Ph.D., Duke

ELISHA M. RALLINGS (1966), *Assistant Professor, Department of Sociology and Anthropology*
B.S., M.S., Clemson; Ph.D., Florida State

⁴SEPPO T. RANDELL (1969), *Visiting Professor, Department of Sociology and Anthropology*
M.A., Helsinki; Ph.D., Tampere

PHILIP E. RAY (1969), *Instructor, Department of English*
B.A., Harvard; M.A., Yale

ANNA JOYCE REARDON (1941), *Professor, Department of Physics*
B.A., College of Saint Teresa; M.S., Ph.D., St. Louis

ROBERT J. REAVIS (1967), *Lecturer, Department of Business Education; Programmer, Computer Center*
B.A., Elon

SANDRA D. REED (1967), *Assistant Professor, School of Nursing*
B.S., U.N.C. at Chapel Hill; M.S., Boston

WILLIAM N. REED (1969), *Instructor, Department of Art*
B.A., Harvard College; M.F.A., Pennsylvania

ANNA REGER (1931), *Assistant Professor, School of Education, Emeritus (1959)*
B.S., West Virginia Wesleyan; B.S. in L.S., Columbia

¹Part-time.

²Part-time, second semester.

³Leave of absence, March 1-May 31, 1970.

⁴Part-time, first semester.

FACULTY

- ²HERBERT REICHERT (1970), *Visiting Professor, Department of German and Russian*
B.A., M.A., Columbia; Ph.D., Illinois
- LOIS J. REID (1967), *Assistant Professor, Department of Mathematics*
B.S., William and Mary; M.A., Ph.D., Duke
- FREDERICK M. RENER (1961), *Assistant Professor, Department of German and Russian*
B.A., M.A., Ph.D., Toronto
- ROBERT BERNARD ROSTHAL (1961), *Associate Professor and Head, Languages*
B.A., Stanford; M.A., Texas
- DOROTHY H. RHAME (1969), *Instructor, School of Education*
B.A., Converse; M.Ed., U.N.C. at Greensboro
- ¹ALFRED L. RHYNE, JR. (1968), *Lecturer, Department of Economics and Business Administration*
B.A., U.N.C. at Chapel Hill; Ph.D., N. C. State
- CLARA ANN RIDDER (1959), *Professor, School of Home Economics*
B.S., Nebraska; M.S., Arizona; Ph.D., Cornell
- MARIE IRIS RILEY (1963), *Assistant Professor, Department of Health, Physical Education and Recreation*
B.S., New York State Teachers College; M.A., State University of Iowa; Ph.D., Florida State
- MICHAEL H. RILEY (1969), *Instructor, Department of English*
B.A., Wesleyan; M.A., Boston
- JUDITH E. RINK (1969), *Teacher, University Elementary School (Curry)*
B.S., State University of New York
- ¹URSULA RITZENHOFF (1969), *Teaching Assistant, Department of German and Russian*
Abitur, Staatliches Institut zur Erlangung der Hochschulreife Oberhausen, Germany; Staatsexamen, Paedagogische Hochschule Muenster, Germany
- SAMIR H. RIZK (1968), *Instructor, Department of Romance Languages*
B.B.A., Miami; B.A., Damascus; M.A., Illinois
- BLACKWELL PIERCE ROBINSON (1956), *Associate Professor, Department of History and Political Science*
B.A., U.N.C. at Chapel Hill; M.A., Duke; Ph.D., U.N.C. at Chapel Hill
- MARY L. ROCKWOOD (1968), *Instructor, Department of Health, Physical Education and Recreation, and Resident Supervisor of Piney Lake*
B.S., State University College; M.Ed., U.N.C. at Greensboro
- HOLLIS JETTON ROGERS (1947), *Associate Professor, Department of Biology*
B.S., Murray State; M.S., Kentucky; Ph.D., Duke
- BESS NAYLOR ROSA (1934), *Associate Professor, School of Home Economics, Emeritus (1958)*
B.S., M.A., Missouri

¹Part-time.

²Part-time, second semester.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

- ROBERT BERNARD ROSTHAL (1961), *Associate Professor and Head, Department of Philosophy*
B.A., Washington and Jefferson; M.A., Chicago; Ph.D., Michigan
- PATRICIA HENDRICKSON ROSWELL (1966), *Instructor, School of Home Economics*
B.S., Tennessee Polytechnic Institute; M.S., Tennessee
- CORINNE BRITTON ROYSTER (1962), *Instructor, University Elementary School (Curry)*
B.A., East Carolina
- ¹CARMELO A. RUBIO (1969), *Teaching Assistant, Department of Romance Languages*
B.A., Wake Forest
- DONALD WILLIAM RUSSELL (1955), *Professor, School of Education*
B.A., Bates; M.Ed., Ed.D., Boston
- WILLIAM L. RUSSELL, JR. (1967), *Instructor, Department of Health, Physical Education and Recreation*
B.A., Catawba; M.Ed., U.N.C. at Chapel Hill
- ²EVELYN ANN POTTINGER SAAB (1965), *Assistant Professor, Department of History and Political Science*
B.A., Wellesley; M.A., Ph.D., Radcliffe
- RICHARD WALTER ST. PIERRE (1968), *Instructor, Department of Health, Physical Education and Recreation*
B.S., Ohio State; M.S.P.H., U.C.L.A.
- LARRY L. SALE (1969), *Assistant Professor, School of Education*
B.S., M.Ed., Appalachian State; Ed.D., Indiana
- VICTOR S. SALVIN (1967), *Professor, School of Home Economics*
B.S., M.S., Wesleyan; Ph.D., Yale
- ELIZABETH SAMPSON (1920), *Head Catalog Librarian, Emeritus (1961)*
B.S., Simmons
- JOSÉ SANCHEZ-BOUDY (1965), *Lecturer, Department of Romance Languages*
B.A., Champagnat; M.A., U.N.C. at Chapel Hill; Ph.D., Havana
- ROLF SANDER (1967), *Professor, School of Music*
- JULIA JEANNETTE SANDERS (1968), *Instructor, School of Education*
B.A., M.Ed., U.N.C. at Greensboro
- SARAH SANDS (1958), *Assistant Professor, Department of Biology*
B.S., Salem; M.T., Bowman Gray; M.S., Tennessee
- EUGENE SARVER (1969), *Lecturer, Department of History and Political Science*
B.A., Haverford; M.A., Johns Hopkins
- JOHN L. SAUNDERS (1968), *Lecturer, School of Education, and Director, Institutional Studies*
B.S., Western Carolina; M.Ed., South Carolina

¹Part-time.

²Leave of absence, second semester.

FACULTY

- MARGARET H. SAUNDERS (1963), *Instructor, Department of Mathematics and Academic Adviser*
B.A., Southwestern; M.S., Virginia Polytechnic Institute
- ¹FLORENCE LOUISE SCHAEFFER (1922), *Professor, Department of Chemistry, Emeritus (1964)*
B.A., Barnard; M.A., Mount Holyoke
- ROY NEIL SCHANTZ (1967), *Assistant Professor, Department of History and Political Science*
B.A., Chicago; M.A., Columbia; Ph.D., New York
- ALICE SCHRIVER (1949), *Professor, Department of Health, Physical Education and Recreation, Emeritus (1966)*
B.S., M.A., New York; Ed.D., Columbia
- JUEL PIERRE SCHROEDER (1965), *Professor, Department of Chemistry*
B.S., North Dakota; Ph.D., Wisconsin
- MARY ROBERT SEAWELL (1945), *Bibliographer and Reference Librarian*
B.A., Meredith; B.A. in L.S., U.N.C. at Chapel Hill
- EVALYN F. SEGAL (1969), *Professor, Department of Psychology, and Director, Institute for Child and Family Development*
A.B., Chicago; B.A., Minnesota; Ph.D., Pennsylvania
- ESTHER SEGNER (1955), *Associate Professor, School of Home Economics, Emeritus (1958)*
B.S., Wisconsin; M.S., Minnesota
- ANNE CHRISTIAN SHAMBURGER (1925), *Assistant Professor, Department of Health, Physical Education and Recreation, Emeritus (1968)*
Guilford; Johns Hopkins
- CHIRANJI LAL SHARMA (1963), *Associate Professor, School of Education*
B.A., Agra; M.A., Aligarh; Ph.D., Chicago; Ph.D., London
- RUTH AGNES SHAVER (1937), *Associate Professor, Department of Romance Languages, Emeritus (1966)*
B.A., Ohio Wesleyan; M.A., Columbia
- DAVID HOWARD SHELTON (1965), *Professor and Dean, School of Business and Economics*
B.A., Millsaps; M.A., Ph.D., Ohio State
- ¹LUCILE J. SHEPARD (1969), *Teaching Assistant, Department of Biology*
B.S., Syracuse
- LYDA GORDON SHIVERS (1933), *Professor, Department of Sociology and Anthropology*
B.A., LL.B., M.A., Mississippi; Ph.D., U.N.C. at Chapel Hill
- SARAH MOORE SHOFFNER (1964), *Research Instructor, School of Home Economics*
B.S.H.E., M.S.H.E., U.N.C. at Greensboro
- RICHARD L. SHULL (1969), *Assistant Professor, Department of Psychology*
B.A., Brown; Ph.D., Arizona State

¹Part-time.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

- JEANNETTE DOROTHY SIEVERS (1957), *Assistant Professor, Department of Business Education*
B.A., State College of Washington; M.S., Simmons
- ¹STEVEN D. SIMMONS (1969), *Teaching Assistant, Department of Mathematics*
B.A., Washington Square College of New York University
- EMEVE P. SINGLETARY (1959), *Instructor, School of Home Economics*
B.S.H.E., M.S., U.N.C. at Greensboro
- ¹KATHRYN M. SIX (1968), *Lecturer, School of Home Economics*
B.S., Pennsylvania State; M.S., Ph.D., Rutgers
- EDITH V. SLOAN (1966), *Lecturer, Department of Mathematics*
B.A., U.N.C. at Greensboro; M.A., Wake Forest
- ERNESTINE B. SMALL (1967), *Instructor, School of Nursing*
B.S., Tuskegee; M.S., Catholic
- KENDON RASEY SMITH (1954), *Alumni Professor, Department of Psychology*
B.A., Minnesota; M.A., Ph.D., Princeton
- REBECCA M. SMITH (1958), *Assistant Professor, School of Home Economics and Academic Adviser*
B.S., M.S., Ph.D., U.N.C. at Greensboro
- TOMMIE LOU SMITH (1951), *Assistant Professor, Department of Business Education and Associate Dean*
B.A., M.A., East Carolina
- ²WILLIAM H. SMITH (1970), *Teaching Assistant, Department of German and Russian*
B.A., M.A., Emory
- DAVID SODERQUIST (1968), *Assistant Professor, Department of Psychology*
B.S., M.S., Utah State; Ph.D., Vanderbilt
- MARIAN K. SOLLEDER (1966), *Associate Professor, Department of Health, Physical Education and Recreation*
B.A., Oberlin; M.A., Iowa; Ph.D., Ohio State
- ²ROY E. SOMMERFELD (1970), *Lecturer, School of Education*
B.S., Western Michigan; M.A., Ph.D., Michigan
- LAWRENCE JOSEPH SOROHAN (1964), *Associate Professor, School of Education*
B.S.Ed., Dayton; M.Ed., Ph.D., Ohio
- LEO J. SPENCER, JR. (1967), *Instructor, Department of Chemistry*
B.Ed., Keene State College; M.S.T., New Hampshire
- GEORGE SPROLES (1969), *Research Instructor, School of Home Economics*
B.S., Clemson; M.S., Ph.D., Purdue
- HELEN KNOTT STALEY (1949), *Associate Professor, School of Home Economics*
B.S., M.A., Columbia

¹Part-time.

²Part-time, second semester.

FACULTY

- RICHARD L. STALEY (1968), *Instructor, Department of Romance Languages*
B.A., Guilford; M.A., Duke
- JOHN LUTHER STEINMETZ (1961), *Instructor, Department of Mathematics, Emeritus (1968)*
B.S., U. S. Coast Guard Academy; M.A., Duke
- ROBERT OREN STEPHENS (1961), *Professor, Department of English*
B.A., Texas A. and I.; M.A., Ph.D., Texas
- VIRGINIA JONES STEPHENS (1962), *Instructor, Department of Sociology and Anthropology*
B.A., Meredith; M.S.S.W., Texas
- JOHN P. STEWART (1969), *Instructor, Department of Art*
B.F.A., Colorado; M.F.A., California
- MALONE B. STINSON (1968), *Documents Librarian*
B.S., Aurora; M.S. in L.S., U.N.C. at Chapel Hill
- ROBERT RAY STINSON (1966), *Assistant Professor, Department of Romance Languages*
B.A., Lenoir-Rhyne; M.A., Ph.D., U.N.C. at Chapel Hill
- MADELEINE BLAKEY STREET (1930), *Professor, School of Home Economics, Emeritus (1965)*
B.S., William and Mary; M.A., Columbia
- ¹TAL STREETER (1970), *Lecturer, Department of Art*
B.F.A., M.F.A., Kansas
- VERGIE LEE STRINGER (1958), *Assistant Professor, School of Home Economics*
B.S.H.E., Mississippi Southern; M.S., Tennessee
- JANE SUMMERELL (1926), *Professor, Department of English, Emeritus (1958)*
B.A., U.N.C. at Greensboro; M.A., Columbia
- SHERON MINICH SUMNER (1966), *Instructor, School of Home Economics*
B.S.H.E., East Carolina; M.S., Ohio State
- ARTHUR L. SVENSON (1967), *Burlington Industries Professor of Economics and Business Administration, Department of Economics and Business Administration*
B.A., Montana; M.A., Columbia; Ph.D., New York
- JAMES R. SWIGGETT (1967), *Instructor, Department of Health, Physical Education and Recreation*
B.S., High Point; M.Ed., U.N.C. at Greensboro
- ²ARNOLD H. TAYLOR (1969), *Visiting Lecturer, Department of History and Political Science*
B.A., Virginia Union; M.A., Howard; Ph.D., Catholic
- ³IRVING A. TAYLOR (1969), *Visiting Lecturer, School of Education*
B.A., M.A., Houston; Ph.D., New York

¹Second semester.

²Part-time, first semester.

³Part-time.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

KATHERINE HENRIETTA TAYLOR (1929), *Professor and Dean of Student Services*

B.A., U.N.C. at Greensboro; M.A., Radcliffe

¹RONALD C. TAYLOR (1969), *Lecturer, Department of Art*

B.S., M.S., Illinois Institute of Technology

WILLIAM RAYMOND TAYLOR (1921), *Professor, Department of English, Emeritus (1960)*

B.A., U.N.C. at Chapel Hill; M.A., Harvard

THOMAS L. TEDFORD (1967), *Associate Professor, Department of Drama and Speech*

B.A., Ouachita; M.A., Ph.D., Louisiana

BARBARA A. TERRY (1967), *Assistant Professor, Department of Romance Languages*

B.A., Duke; M.A., Western Reserve; Ph.D., Alabama

ALICE TETREAUULT (1969), *Assistant Professor, School of Nursing*

B.S., Pembroke College of Brown University; M.A., Teacher's College of Columbia University; M.P.H., Yale

WAYNE E. THOMPSON (1968), *Professor and Head, Department of Sociology and Anthropology*

B.A., M.A., Colorado; Ph.D., Cornell

HELEN ALVERDA THRUSH (1939), *Professor, Department of Art, Emeritus (1969)*

B.F.A., Pennsylvania; M.A., Columbia

NETTIE SUE TILLET (1924), *Professor, Department of English, Emeritus (1958)*

B.A., Duke; M.A., Columbia

CHARLES P. R. TISDALE (1967), *Assistant Professor, Department of English*

B.A., University of the South; M.A., Ph.D., Princeton

ALLEN W. TRELEASE (1967), *Professor, Department of History and Political Science*

B.A., M.A., Illinois; Ph.D., Harvard

MARCIA E. TRELEASE (1969), *Administrative Assistant Librarian*

B.A., Colorado; M.S.L.S., U.N.C. at Chapel Hill

JEAN WEBB TROGDON (1964), *Instructor, School of Home Economics*

B.A., Meredith; M.S.H.E., U.N.C. at Greensboro

VIRGINIA TRUMPER (1922), *Head Serials Librarian, Emeritus (1963)*

Dension; Louisville Public Library Training Class

JAMES EWING TUCKER (1959), *Instructor and Curator, Department of Art*

B.F.A., Texas; M.F.A., State University of Iowa

WILLIAM M. TUCKER (1969), *Instructor, Department of English*

B.A., Wofford; M.A., Vanderbilt

¹Part-time.

FACULTY

- ADELE CELESTE ULRICH (1956), *Professor, Department of Health, Physical Education and Recreation*
B.S., U.N.C. at Greensboro; M.A., U.N.C. at Chapel Hill; Ph.D., Southern California
- ELIZABETH C. UMSTEAD (1968), *Associate Professor, Department of Health, Physical Education and Recreation*
B.S., U.N.C. at Greensboro; M.A., U.N.C. at Chapel Hill; M.Ed., Harvard; Ph.D., U.N.C. at Chapel Hill
- LAWRENCE MICHEAL VANELLA, JR. (1965), *Assistant Professor, Department of Drama and Speech*
B.A., Montclair State; MA., Ph.D., Ohio
- CLARENCE HUGO VANSELOW (1964), *Associate Professor, Department of Chemistry*
B.S., M.S., Ph.D., Syracuse
- HERBERT EUGENE VAUGHAN, JR. (1948), *Professor, School of Education; and Manager of School Operations, University Elementary School (Curry)*
B.S., Wofford; M.A., Peabody
- M. S. VENKATARAMANI (1968), *Visiting Professor, Department of History and Political Science*
B.A., Madras; M.S., Ph.D., Oregon
- ¹REBECCA FREEMAN WAGONER (1967), *Instructor, School of Home Economics*
B.S.H.E., M.S., U.N.C. at Greensboro
- CARRIE LEE WARREN (1966), *Assistant Professor, Department of Health, Physical Education and Recreation*
B.S., Louisiana State; M.Ed., Ed.D., Texas
- JEANNE D. WARRICK (1969), *Lecturer, School of Home Economics*
B.S., Western Illinois; Ph.D., Alabama
- EMILY HOLMES WATKINS (1926), *Professor, Department of Mathematics, Emeritus (1958)*
B.A., Randolph-Macon Woman's College; M.A., Columbia
- ROBERT WINTHROP WATSON (1953), *Professor, Department of English*
B.A., Williams; M.A., Ph.D., Johns Hopkins
- MARVIN E. WEAVER (1968), *Instructor, Department of English*
B.A., M.A., Alabama
- ¹PHILIP M. WEBSTER (1964), *Lecturer, Department of Economics and Business Administration*
B.S., M.S., Ph.D., Wisconsin
- WALTER L. WEHNER (1969), *Professor, School of Music*
B.M.E., M.M.E., Wichita State; Professional Diploma, Columbia State; Ed.D., Kansas
- VIRGINIA LEE WEIR (1969), *Instructor, School of Nursing*
B.S., Baylor; M.S., Hawaii

¹Part-time.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

- ROWENA WELLMAN (1943), *Associate Professor, Department of Business Education, Emeritus (1958)*
B.A., Iowa; M.A., Ph.D., Columbia
- HENRY HERBERT WELLS, III (1968), *Associate Professor, Department of Psychology*
B.A., Duke; M.S., Ph.D., Yale
- FRANK L. WHALEY, JR. (1969), *Assistant Professor, Department of Drama and Speech*
B.A., Northern Iowa; M.A., State University of Iowa
- SHIRLEY BLUE WHITAKER (1960), *Assistant Professor, Department of Romance Languages*
B.A., M.A., Duke; Ph.D., U.N.C. at Chapel Hill
- ESTHER BOYD WHITE (1957), *Assistant Professor, Department of Health, Physical Education and Recreation*
B.A., Arkansas A. and M.; M.S., Louisiana State; M.P.H., U.N.C. at Chapel Hill; Ed.D., Louisiana State
- JOSIE NANCE WHITE (1951), *Associate Professor, School of Home Economics*
B.A., U.N.C. at Greensboro; M.Ed., U.N.C. at Chapel Hill; Ph.D., U.N.C. at Greensboro
- RICHARD T. WHITLOCK (1967), *Associate Professor, Department of Physics*
B.S., Capital; M.S., Ph.D., Western Reserve
- VELMA LOUISE WHITLOCK (1944), *Associate Professor, Department of Business Education*
B.S., Oregon State; M.S., Tennessee
- ¹WAYNE B. WILKINSON (1967), *Instructor, Department of English*
B.A., High Point; M.A., U.N.C. at Greensboro
- H. GLENN WILLIAMS, JR. (1969), *Instructor, Department of English*
B.S., Southwestern at Memphis; M.A., Tennessee
- JEWEL S. WILLIAMS (1967), *Instructor, Department of History and Political Science*
B.A., U.N.C. at Greensboro; M.A., U.N.C. at Chapel Hill
- MAUDE FERRELL WILLIAMS (1927), *Associate Professor, Department of Biology, Emeritus (1962)*
B.A., M.S., Ph.D., Illinois
- MOZELLE WILLIAMS (1966), *Instructor, School of Home Economics*
B.S.H.E., M.S.H.E., U.N.C. at Greensboro
- ROBERTA S. WILLIAMS (1969), *Reference and Acquisitions Librarian*
B.A., Longwood; M.A., U.N.C. at Chapel Hill; M.A., Denver
- SUE VERNON WILLIAMS (1926), *Head Reference Librarian, Emeritus (1963)*
B.A., M.A., Randolph-Macon Woman's College; Certificate, Carnegie Library School, Atlanta

¹Part-time.

FACULTY

- GEORGE P. WILSON (1927), *Professor, Department of English, Emeritus (1956)*
B.A., U.N.C. at Chapel Hill; M.A., Columbia
- ¹JAMES F. WILSON (1964), *Professor, Department of Biology*
B.S., Southern Illinois; M.S., Iowa State; Ph.D., Stanford
- ²LOUISE L. WILSON (1968), *Instructor, School of Home Economics*
B.S.H.E., M.S.H.E., U.N.C. at Greensboro
- ³JAMES I. WIMSATT (1966), *Associate Professor, Department of English*
B.A., Michigan; M.A., Wayne State; Ph.D., Duke
- DOUGLAS M. WINDHAM (1969), *Assistant Professor, Department of Economics and Business Administration*
B.A., M.A., Ph.D., Florida State
- ROBERT LEE WOLF (1968), *Instructor, School of Home Economics*
B.S., Southern Illinois; M.S., Missouri
- ⁴LENOIR CHAMBERS WRIGHT (1953), *Professor, Department of History and Political Science*
B.A., U.N.C. at Chapel Hill; B.A., M.A., Oxford; LL.B., Harvard; M.A., Ph.D., Columbia
- ²DOROTHY F. YOUNT (1969), *Instructor, Department of English*
B.A., M.A., U.N.C. at Greensboro

ACADEMIC ADVISERS

- TOMMIE LOU SMITH, B.A., M.A., *Associate Dean*
- DOROTHY DARNELL, B.S.S.A., M.Ed.
- DOROTHY DAVIS, B.A., M.A., S.S.
- CHARLOTTE DAWLEY, B.A., M.S., Ph.D.
- MARGUERITE FELTON, B.S., M.A.
- BERT A. GOLDMAN, B.A., M.Ed., Ed.D.
- CHARLOTTE PERKINS, B.A., M.A.
- MARGARET H. SAUNDERS, B.A., M.S.
- REBECCA SMITH, B.S., M.S., Ph.D.

CENTER FOR CONTINUING EDUCATION FOR WOMEN

- DOROTHY JEAN EASON, *Director*
B.A., M.A., Missouri
- DOROTHY W. HERBERT (1970), *Counselor*
B.A., U.N.C. at Chapel Hill; M.S.W., Florida State
- SARA ANNE T. PARHAM (1970), *Staff Assistant*
B.A., U.N.C. at Chapel Hill

¹Leave of absence, first semester.

²Part-time.

³Leave of absence, 1969-70.

⁴Leave of absence, second semester.

COUNSELING CENTER

²JOHN A. EDWARDS (1966), *Director and Counselor*
B.A., Davidson; M.A., U.N.C. at Chapel Hill; Ph.D., Tennessee

LAWRENCE E. SYKES (1966), *Vocational Counselor*
B.A., Elon; M.Ed., U.N.C. at Greensboro

²RICHARD W. WILLS (1969), *Counselor*
B.A., U.N.C. at Chapel Hill; M.A., South Carolina; Ph.D., Tennessee

COUNSELORS IN RESIDENCE HALLS

DELLA ARTHUR (1962), *Strong Hall*

CAROLYN ATWATER (1966), *Shaw Hall*
B.A., U.N.C. at Greensboro

ALDINE SCOTT BEALE (1960), *Bailey Hall*

ELIZABETH CALHOUN (1967), *Gray Hall*

NOEL CALLOW (1969), *Guilford Hall*
B.A., St. Xavier

DOROTHY CONRAD (1969), *Ragsdale Hall*

RUTH K. CORNELL (1961), *Weil Hall*
B.S., Mansfield

REKA FEKETEKUTY (1969), *Mary Foust Hall*
B.A., Dominican

LILLIAN FLEAGLE (1968), *Hawkins Hall*

RHONDA FLEMMING (1969), *South Spencer Hall*
B.S. Winthrop

JOSEPHINE J. GROSS (1963), *Mendenhall Hall*

MILDRED MARTIN (1967), *North Spencer Hall*

KATHLEEN MATHEWS (1968), *Reynolds Hall*
B.A., Westminster College

ODESSA H. MCGWIER (1963), *Kiser Hall*

NEWTON NEELY (1968), *Phillips Hall*
B.A., South Carolina

JOHNNY SELF (1968), *Moore Hall*

ALICE SISK (1967), *Coit Hall*

ISABELLE SMITH (1969), *Hinshaw Hall*
R.N., Gordon Crowell Memorial Hospital School of Nursing

NELLIE ELIZABETH WATLINGTON (1965), *Grogan Hall*
B.A., U.N.C. at Greensboro

MABEL WELLS (1968), *Cone Hall*

MARY C. WHITE (1965), *Winfield Hall*

FACULTY

HEAD START PROGRAM

- WILLIAM L. BURNETT (1967), *Regional Training Officer*
B.A., Guilford; M.Ed., Ph.D., U.N.C. at Greensboro
- RACHEL T. FESMIRE (1967), *Director, Training Program*
B.S., Appalachian State Teachers; M.S.H.E., U.N.C. at Greensboro
- SEDALIA M. GAINES (1969), *Group Leader, Head Start Training Program*
B.S., Tillotson; M.Ed., Temple
- GRACE G. GIST (1968), *Assistant Group Leader, Head Start Training Program*
B.A., Bennett
- ELIZABETH W. PICKARD (1967), *Associate Project Director, Head Start Training Program*
B.S., M.Ed., U.N.C. at Greensboro
- PHYLLIS W. ROLLINSON (1969), *Group Leader, Head Start Training Program*
B.S., New Hampshire; M.S., U.N.C. at Greensboro
- PATRICIA STAPLETON (1968), *Coordinator of Follow-Up, Head Start Training Program*
B.R.E., Richmond School of Christian Education
- PAUL JERRY VICINANZA (1968), *Associate Regional Training Officer, Head Start Program*
B.S., Guilford College; M.A., Ph.D., U.N.C. at Greensboro

INSTITUTE FOR CHILD AND FAMILY DEVELOPMENT

- EVALYN F. SEGAL (1969), *Director*
A.B., Chicago; B.A., Minnesota; Ph.D., Pennsylvania
- MARY ELIZABETH KEISTER (1965), *Research Associate*
B.S., U.N.C. at Greensboro; M.A., State University of Iowa; Ph.D., Chicago
- MINTA M. SAUNDERS (1967), *Assistant Director*
B.A., M.A., U.N.C. at Greensboro

Demonstration Project: Group Care of Infants

- MARY ELIZABETH KEISTER (1965), *Director*
B.S., U.N.C. at Greensboro; M.A., State University of Iowa; Ph.D., Chicago
- AURELIA C. MAZYCK (1967), *Director, Demonstration Nursery Center*
B.S., Howard; M.A., New York
- LANE N. HARRIS (1969), *Nurse-Teacher, Demonstration Nursery Center*
Associate in Applied Science, U.N.C. at Greensboro
- ¹JULIA A. RICHMAN (1968), *Teacher of Three-Year Olds, Demonstration Nursery Center*
B.A., Manitoba; M.S., U.N.C. at Greensboro

¹Part-time.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

NON-PROFESSIONAL LIBRARY STAFF

- DONNA BARFIELD (1968), *Library Assistant, Serials Department*
Commercial Certificate, U.N.C. at Greensboro
- RUTH CAPEL BLUE (1960), *Library Assistant, Acquisition Department*
B.A., U.N.C. at Greensboro
- CORA ELIZABETH BREEDLOVE (1969), *Library Assistant, Catalog Department*
A.A., North Florida Junior College
- ALICE K. GURLEY (1966), *Library Assistant, Reserve Department*
U.N.C. at Greensboro
- ELLA ROSS HALE (1966), *Library Assistant, Documents Department*
B.A., U.N.C. at Greensboro
- HARRIET BATTLE HOLDER (1965), *Library Assistant, Acquisition Department*
U.N.C. at Greensboro
- LUCILE HORNE KURFIRST (1968), *Library Assistant, Circulation Department*
B.A., Greensboro College; M.A., George Peabody College for Teachers
- MARY WALKER MALLISON (1953), *Library Assistant, Acquisition Department*
- ELEANOR ECHOLS MILLS (1966), *Library Assistant, Catalog Department*
B.A., U.N.C. at Greensboro
- EMILIE W. MILLS (1967), *Library Assistant, Circulation Department*
B.A., M.F.A., U.N.C. at Greensboro
- ANNA JONES NASH (1969), *Library Assistant, Circulation Department*
B.S.M., U.N.C. at Greensboro; M.A., New York
- MARTHA WILLIAMS RANSLEY (1964), *Library Assistant, Circulation Department*
B.A., Carson Newman; M.R.E., Southern Baptist Seminary
- SARA H. SMITH (1968), *Library Assistant, Catalog Department*
B.A. in L.S., U.N.C. at Greensboro
- VIRGINIA MILLSAPS SMITH (1964), *Library Assistant, Catalog Department*
Mitchell College
- ROSEMARY REED TROXLER (1962), *Library Assistant, Catalog Department*
Greensboro College
- MARGARET WILLIFORD (1969), *Library Assistant, Acquisition Department*
B.A., U.N.C. at Greensboro
- ETHEL STOUT WINCHESTER (1965), *Library Assistant, Catalog Department*
B.M., Greensboro College

PIEDMONT ASSOCIATION FOR SCHOOL STUDIES AND SERVICES

- ¹E. T. MCSWAIN (1969), *Acting Director*
B.A., Newberry; M.A., Ed.D., Teachers College, Columbia

¹Part-time.

FACULTY

TEENAGE PROJECT

ISABELLE R. POWELL (1969), *Head Teacher*
B.S., Mansfield Teachers College

MARGARET W. SPENCE (1969), *Assistant Head Teacher*
B.A., Greensboro

UPWARD BOUND PROJECT

ARTHUR N. ALDERMAN (1969), *Director*
B.A., Stetson

ALFONSO E. GORE (1967), *Co-Director*
B.A., Blue Field State; M.A., West Virginia; Ed.D., Boston

DOROTHY C. OGLESBY (1969), *Program Assistant*
B.S., M.S., A & T State

OTHER STAFF

MARGARET IJAMES ALEXANDER (1960), *Assistant, Infirmary*

ROY F. ALEXANDER (1960), *Chief of Police*

LOUIS LYNN ALLISON (1951), *Buildings Superintendent*

WILLIAM ALSPAUGH (1957), *Television Producer Director*

¹GERTRUDE ATKINS (1964), *Editor, Alumni News, and Editor, Newsletter*
B.A., U.N.C. at Chapel Hill; M.F.A., U.N.C. at Greensboro

ALAN G. ATWELL (1969), *Associate Director, Admissions*
B.A., Guilford; M.Ed., U.N.C. at Greensboro

CHARLES D. BARBOUR (1963), *Data Processing Manager, Computer Center*

¹SUSAN S. BATCHELLER (1969), *Assistant to the Director of Admission*
B.A., Wooster

CHARLES OWEN BELL (1959), *Superintendent of Landscaping and Grounds*
B.S., Ohio State

OWEN BISHOP (1969), *Assistant Director, News Bureau*
B.A., U.N.C. at Chapel Hill

HENRIETTA LEE D. BLACKMAN (1970), *Assistant to the Director of Admissions*
B.A., Auburn

ELIZABETH BOOKER (1944), *Administrative Secretary, Office of the Associate Dean*
B.S.S.A., U.N.C. at Greensboro

MAZIE B. BULLARD (1958), *Personnel Technician, Business Office*
C.C., U.N.C. at Greensboro

HATTIE E. BURCHETT (1954), *Head Nurse, Infirmary*
R.N., St. Leo's School of Nursing

¹Part-time.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

F. DUDLEY CHAFFEE (1965), *Consulting Engineer*

B.S., Worcester Polytechnic Institute

ELIZABETH PERRIN COLLINS (1961), *Assistant Registrar*

B.S., Alabama State College for Women; M.Ed., U.N.C. at Greensboro

EVON WELCH DEAN (1942), *Administrative Secretary, Office of Director of Development*

C.C., U.N.C. at Greensboro

GRISELLE COOPER GHOLSON (1968), *Planning Specialist—Continuing Education for Adults, Extension Office*

B.A., U.N.C. at Greensboro

M. OPHELIA HILDRETH (1969), *Assistant Director, Admissions*

B.S., Appalachian State Teachers; Md.Ed., U.N.C. at Greensboro

RUTH JESSUP (1951), *Accounting Office Supervisor*

C.C., U.N.C. at Greensboro

DONALD B. JOHNSON, *Assistant Director of Development*

B.A., Hamilton College

¹JORETTA K. KLEPFER (1969), *Assistant, Computer Center*

B.A., U.N.C. at Greensboro

GORDON LAVERS (1963), *Audio-Visual Technician*

WALTER LIEBSCHER (1965), *Manager, Chinqua-Penn Plantation House*

EDITH INEZ MCCAIN (1966), *Assistant, Residence Halls*

BRENDA KAY MEADOWS (1968), *Assistant Director of Alumni Affairs*

B.A., U.N.C. at Greensboro

CLARA M. MEYERS (1961), *Assistant, Residence Halls*

BOBBIE C. MINTON (1957), *Assistant to Director of Admissions*

B.A., U.N.C. at Greensboro

¹PHILLIP MYERS-REID (1967), *Manager of Aycock Auditorium*

Diploma, London University

MARY OSBORNE (1969), *Assistant, Residence Halls*

PAULA A. OSBORNE (1960), *Administrative Secretary, Office of the Vice Chancellor for Academic Affairs*

C.C., U.N.C. at Greensboro

CHARLES P. ROBERTS (1969), *Accountant, Business Office*

GERALD RAY RUMSEY (1954), *Plant Engineer*

RUTHE SHAFER (1942), *Cashier*

B.A., U.N.C. at Greensboro

CHARLES W. TALLEY (1965), *Superintendent of Grounds, Chinqua-Penn Plantation*

¹Part-time.

FACULTY

LOUISE GREEN WARDEN (1956), *Administrative Secretary, Office of the Business Manager*

TERRELL WEAVER (1963), *Assistant to Director, Elliott Hall*
B.S.S.A., U.N.C. at Greensboro

JANET S. WOLFE (1961), *Administrative Assistant, Office of the Dean, Graduate School*
B.A., Syracuse

JUDITH W. WOLFE (1969), *Assistant to the Dean of Students*
B.A., U.N.C. at Greensboro

HELEN PENTECOST YODER (1954), *Administrative Assistant, Office of the Chancellor*

EMIL W. YOUNG (1954), *Director of Television*

FACULTY COMMITTEES (1969-70)

I. ELECTED

Academic Policies

Ferguson, James—Chairman; Bardolph, Richard (1970); Barineau, Elizabeth (1972); Clark, Clifton (1972); Hart, Lawrence (1971); Kennedy, John (appointed); Lutz, Paul (1970); Mossman, Mereb (appointed); O'Kane, Robert (1971); Puterbaugh, Walter (1971); Shivers, Lyda (1970); Smith, Kendon (1972); Taylor, Katherine (appointed).

Curriculum

Kupferer, Harriet (1970)—Chairman; Beeler, John (1970); Cox, Richard (1972); Darnell, Donald (1971); Harpster, Hilda (1971); Lewis, Eloise (1970); Rosthal, Robert (1972); Russell, Donald (1972); Whitaker, Shirley (1971). *Ex officio members*: Mossman, Mereb; Price, Hoyt.

Due Process

Littlejohn, Vance (1969)—Chairman; Barineau, Elizabeth (1972); Hunter, Eugenia (1970); Schroeder, Juel (1973); Shelton, David (1971).

II. APPOINTED

Academic Appeals

Smith, Tommie—Chairman, *ex officio*; Allen, Donald; Colbert, William; Darnell, Robert; Luczynski, Walter; Miller, Robert; Shipton, Clarence; Smith, Rebecca. Other *ex officio members*: Flynn, Shirley; Mossman, Mereb; Price, Hoyt.

Academic Progress of Students

Smith, Tommie—Chairman, *ex officio*; Lumsden, Ernest; Miller, Robert; Saunders, John; Shantz, Roy. Other *ex officio members*: Mossman, Mereb; Price, Hoyt.

Admission Policies

Bulgin, Randolph—Chairman; Cowling, Elizabeth; Goldman, Bert; Harter, Russell; Lutz, Paul; Whitlock, Richard. *Ex officio members*: Loester, Richard; Mossman, Mereb; Smith, Tommie.

Audio-Visual Aids

Reardon, Anna—Chairman; Felt, William; Lowe, Louise; Molenda, Michael; Perkins, Charlotte; Reed, Sandra. *Ex officio member*: Wilkinson, Everett.

Aycock Auditorium

Taylor, Katherine—Chairman; Hart, Lawrence; Middleton, Herman; Moomaw, Virginia. *Ex officio member*: Myers-Reid, Phillip.

Buildings and Grounds

Eberhart, Bruce—Chairman; Holder, Elizabeth; Hunt, Margaret; Martus, Ethel; Mossman, Mereb; Taylor, Katherine; Tucker, James. *Ex officio members*: Ferguson, Henry; Gurley, Nestus; Smyth, Thomas.

Calendar and Scheduling

Price, Hoyt—Chairman, *ex officio*; Eason, Robert; Felt, William; Forrester, Sherri; Fred, Herbert; Lee, Ernest; Tedford, Thomas. Other *ex officio members*: Kennedy, John; Mossman, Mereb; Smyth, Thomas (plus student members).

Campus Stores

Magee, Aden—Chairman; Grill, George; Harter, Russell; Ridder, Clara; Sievers, Jeanette; Smyth, Thomas. *Ex officio member*: Ferguson, Henry.

Catalog and Recruitment Publications

Price, Hoyt—Chairman; Bates, William; Davis, Dorothy; Tucker, James. *Ex officio members*: Hamer, George; Loester, Richard; Mossman, Mereb.

Commencement

Shipton, Clarence—Chairman; Eskey, Katherine; Gangstad, Virginia; Hunter, Eugenia; Meyers-Reid, Phillips. *Ex officio members*: Bryson, Joseph; Kennedy, John; Littlejohn, Vance; Mossman, Mereb; Parrish, Barbara; Price, Hoyt; Smyth, Thomas (plus student members).

FACULTY

Committee on Committees

Hennis, Gail—Chairman; Anderson, Henry; Atkinson, James; Cox, Richard; Edinger, Lois; Knox, William.

Computer Science

Littlejohn, Vance—Chairman; Allen, Roscoe; Graves, John; Goldman, Bert; McAllister, David; McGee, Rosemary; Miller, Robert; Muir, Robert; Price, Hoyt; Thompson, Wayne.

Continuing Education for Women

Albanese, Naomi—Chairman; Bryson, Joseph; Edinger, Lois; Hunt, Margaret; Kennedy, John; Loeffler, Pauline; Moore, Margaret; Mossman, Mereb; Parrish, Barbara.

Elections

Clowse, Converse—Chairman; Allen, Donald; Warren, Carrie.

Harriet Elliott Lectures in Social Sciences

Allen, Donald—Chairman; Clutts, Betty; Dozier, Craig; Hunt, Margaret; Kupferer, Harriet; Leary, Thomas; Wright, Lenoir. *Ex officio member*: Taylor, Katherine (plus student members).

Faculty Government

Hunt, Margaret—Chairman; Cowling, Elizabeth; Littlejohn, Vance; Robinson, Blackwell; Shivers, Lyda.

Faculty Scholarship

Hege, Josephine—Chairman; Barker, Walter; Franklin, Marian; Gangstad, Virginia; Keeney, Pauline; Klemer, Margaret.

Faculty Welfare

Charles, Amy—Chairman; Leonard, Marjorie; Shelton, David; Tedford, Thomas; Vanselow, Clarence. *Ex officio member*: Ferguson, Henry.

Fulbright Student Applicants

Baecker, Anne—Chairman; Buchert, Jean; Danielson, Phyllis; Smith, Kendon; Svenson, Arthur; Terry, Barbara; Umstead, Elizabeth. *Ex officio members*: Smith, Tommie; Smyth, Thomas.

Gardner Award

Pfaff, Eugene—Chairman; Charles, Amy; Hardaway, Mathilde; Stephens, Robert; Whitaker, Shirley; White, Nancy.

Graduate Administrative Board

Kennedy, John—Chairman, *ex officio*; Bardolph, Richard; Carpenter, Gilbert; Deemer, Eunice; Eason, Robert; Eberhart, Bruce; Fred, Herbert; Lane, William; Littlejohn, Vance; McSpadden, George; Martus, Ethel; O'Kane, Robert. Other *ex officio member*: Mossman, Mereb.

Health Information

Solleder, Marian—Chairman; Allen, James; Flynn, Shirley; Jones, Shelley; Morgan, William; Shipton, Clarence; Smyth, Thomas; White, Esther.

Honorary Degrees

Robinson, Blackwell—Chairman; Ashby, Warren; Couch, Philip; Keister, Mary; Noland, William. *Ex officio members*: Mossman, Mereb; Taylor, Katherine.

Honors Council

Ashby, Warren—Chairman; Anderton, Laura; Applewhite, James; Bardolph, Richard; Burgess, Elaine; Carpenter, Gilbert; Formby, John; Knight, David; Miller, Robert; Ulrich, Celeste. *Ex officio member*: Mossman, Mereb.

Intercollegiate Athletics

Puterbaugh, Walter—Chairman; Bryson, Joseph; Hageseth, Gaylord; Lutz, Paul; Pleasants, Francis; Rice, Edward; Wright, Lenoir.

International Studies

Wright, Lenoir—Chairman; Bennett, David; Chauvigné, Claude; Leary, Thomas; McIrvin, Ronald; Renner, Frederick; Sharma, Chiranj; Smyth, Thomas.

Jefferson Standard Scholarships

Taylor, Katherine—Chairman; Barineau, Elizabeth; Hennis, Gail; Loester, Richard. *Ex officio member*: Morris, Eleanor.

Latin American Studies

McIrvin, Ronald—Chairman; Almeida, José; Dozier, Craig; Kupferer, Harriet; Lagos, Ramiro; McSpadden, George; Shelton, David.

Library

Eason, Robert—Chairman; Bass, Eddie; Johnson, Frances; Lane, William; Miller, Robert; Riley, Marie; Rosthal, Robert; Trelease, Allen; Vanselow, Clarence. *Ex officio members*: Holder, Elizabeth; Kennedy, John; Mossman, Mereb.

J. Spencer Love Scholarships

Hart, Lawrence—Chairman; Batcheller, David; Carpenter, Gilbert; Loester, Richard. *Ex officio member*: Morris, Eleanor.

Performing Artist Series

Taylor, Katherine—Chairman; Batcheller, David; Hart, Lawrence; Moomaw, Virginia.

FACULTY

Piney Lake Recreation Center

Morrison, Ralph—Chairman; Rockwood, Mary; Gentry, Karl; Russell, William; Spencer, Leo. *Ex officio members*: Ferguson, Henry; Martus, Ethel; Smyth, Thomas.

Pre-Professional Education for Medicine

Graves, John—Chairman; Clark, Clifton; Harpster, Hilda; Shipton, Clarence; Wells, Herbert. *Ex officio member*: Morgan, William.

Refund

Sartin, Leon—Chairman; Ellis, James; Gordon, Jean; Umstead, Elizabeth (plus student member).

Research Council

Kennedy, John—Chairman, *ex officio*; Brownstein, Aaron; Carpenter, Gilbert; Eberhart, Bruce; Klemer, Richard; Rosthal, Robert; Schroeder, Juel; Sharma, Chiranji; Thompson, Wayne. *Ex officio members*: Holder, Elizabeth; Mossman, Mereb.

Reviewing

Bulgin, Randolph; Chauvigné, Claude; Church, Charles; Clutts, Betty; McCrady, Edward; Phillips, Wallace (plus student members). Elects own chairman.

Reynolds Scholarship

Taylor, Katherine—Chairman; Barineau, Elizabeth; Felton, Marguerite; Hennis, Gail; Loester, Richard. *Ex officio member*: Morris, Eleanor.

Scholarships and Student Aid

Rallings, Elisha—Chairman; Crow, Jane; Hunter, Eugenia; Taylor, Katherine; Tisdale, Charles; White, Esther. *Ex officio members*: Hamer, George; Loester, Richard; Morris, Eleanor; Smith, Tommie.

Social

Taylor, Katherine—Chairman; Holder, Elizabeth; Parrish, Barbara. (Others will be asked to serve on a rotating basis.)

Special Examinations

Smith, Tommie—Chairman, *ex officio*; Baecker, Anne; Bates, William; Bowles, Elisabeth; Browning, Eleanor.

Summer Session Council

Fred, Herbert—Chairman; Bryson, Joseph; Ferguson, Henry; Kennedy, John; Lane, William; Littlejohn, Vance; Lowe, Louise; Martus, Ethel; Mossman, Mereb; O'Kane, Robert; Price, Hoyt; Shelton, David; Smith, Tommie; Smyth, Thomas.

Teacher Education Council

O'Kane, Robert — Chairman; Mossman, Mereb — Vice Chairman; Albanese, Naomi; Carpenter, Gilbert; Clark, Clifton; Eason, Robert; Eberhart, Bruce; Hart, Lawrence; Lane, William; Littlejohn, Vance; Martus, Ethel; Posey, Eldon; Thompson, Wayne. *Ex officio members*: Edinger, Lois; Kennedy, John; Price, Hoyt; Smith, Tommie.

Television Programming

Reardon, Anna — Chairman; England, Kathryn; Hunkins, Arthur; Molenda, Michael; Robinson, Blackwell. *Ex officio members*: Bryson, Joseph; Hamer, George; Kennedy, John; Mossman, Mereb; Young, Emil.

Traffic

Shipton, Clarence — Chairman; Bourdon, Roger; Ferguson, Henry; Flynn, Shirley; Pleasants, Francis; Sorohan, Lawrence.

Weil Fellowship

Taylor, Katherine — Chairman; Beeler, John; Edwards, Ben; Saunders, Margaret. *Ex officio members*: Morris, Eleanor; Mossman, Mereb; Smith, Tommie.

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GOLF COURSE
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FIELD

